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In this issue

Three-Fold Responsibilities of Education in a Free Society

EDMOND E. DAY

OCTOBER, 1946

VOLUME 7

NUMBER 1

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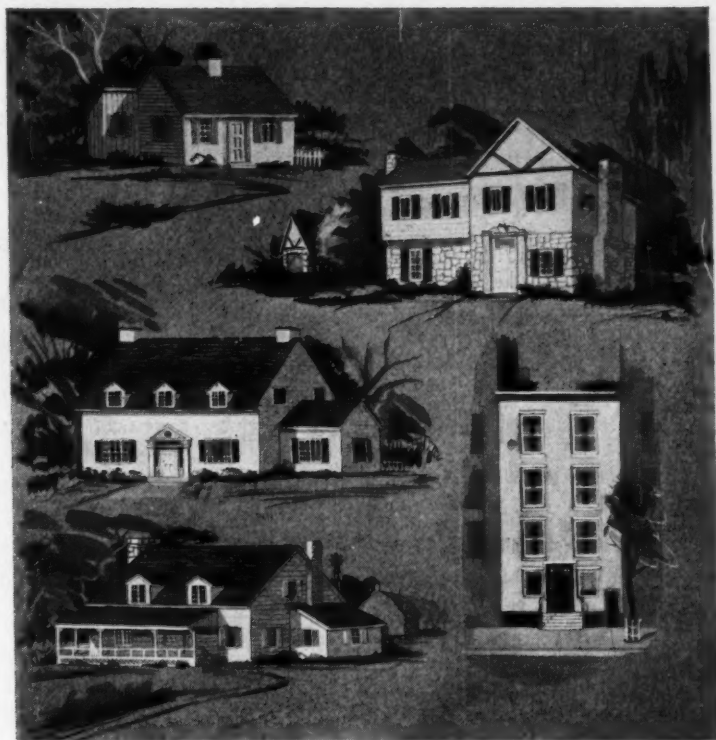
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NEW APPOINTMENTS



TREASURER

William Richard Gordon has been appointed Treasurer of the Association to succeed the late Reginald L. S. Doggett.

Since his graduation from the University of Pennsylvania with the degree of Bachelor of Science in Economics in 1936, Mr. Gordon has been associated with the financial offices of that institution, except for three years of service in World War II as Chief of Range and Recruit Drillmaster with the Second Regiment of the United States Coast Artillery.

SECRETARY-EDITOR

This is the first issue of SCHOOL AND COLLEGE PLACEMENT under the editorship of Ida Landenberger who succeeded Anne B. Jones at the beginning of the new fiscal year. Mrs. Jones' resignation was prompted by the removal of the family home to Harrisburg where Mr. Jones has become associated with the State office for the National Foundation for Infantile Paralysis.

Miss Landenberger studied Journalism at the University of Pennsylvania where she graduated with the degree of Bachelor of Arts. During her undergraduate years she engaged in various extra-curricular and part time employment from which she gained valuable experience for her present position.



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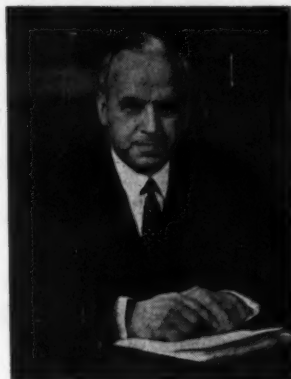
THE THREE-FOLD RESPONSIBILITIES OF EDUCATION IN A FREE SOCIETY

EDMUND EZRA DAY, *President, Cornell University*

World War II aroused the American people from a "fool's paradise" in which they had been living since the 1920's. In this atomic age individuals are fearful, confused. In his commencement address delivered at Michigan State College, Dr. Day presents the need for a broad realignment of essential programs as well as a wide remobilization of educational forces.

In 1932-33 Dr. Day was United States representative on the Preparatory Commission of Experts for the World Monetary and Economic Conference. He is director of the National Board of Economic Research and counsellor of the National Industrial Conference Board.

Dr. Day was graduated from Dartmouth College and received his master's degree from the same institution. Three years later he was awarded his Ph.D. from Harvard University. A member of Phi Beta Kappa, he is an author of several books relating to economic problems.



Trevor Teele

IT is due in part to the atomic bomb that we can now see clearly, what should have been evident to us all along, that man's most important single undertaking is education. It is through education, broadly conceived, that knowledge and understanding are spread, skills and habits are attained, attitudes and ideals are established. It is through the results of education that man finds it possible to preserve and promote civilization. Without education civilization could not possibly last. The physical powers and instruments man has at his disposal are constantly increased by science and technology; but science and technology do not dictate how these powers and instruments shall be employed.

Over countless generations, man has brought fire, plant and animal life, steam, electricity, electromagnetic energy successfully under useful control. He has now added the incredible forces of nuclear energy to his domain. But, if the bomb dropped on Hiroshima on August 6, 1945, proved anything, it was that the physical powers now in man's possession are quite as capable of destroying civilization as they are of building it. It follows that it is in the mind and heart of mankind and not in any array of physical forces that our whole future lies. It is only as the mind and heart of mankind prove equal to the task that we and our

successors on earth can possibly hope to prosper. That is why it is now so evident that man's most important undertaking is education broadly conceived.

I say "education broadly conceived" because the task of shaping the mind and heart of mankind obviously extends far beyond the bounds of formal instruction. The home, the church, the press, the theater, the motion picture, the radio and television, the power periodical, the opinion molder, the leader in every walk of life—all these and more share in the responsibilities that now are upon us. Any undertaking to weld such diverse influences into a common effort for good would seem manifestly impossible if the world were today what it was yesterday. But obviously it is not. The bomb that dropped on Hiroshima made it for all time profoundly different. Beyond any possibility of doubt, human affairs have now to be given a new order and direction. The old-style play of self-seeking interests can only end in universal disaster. Only in an intellectual, moral and spiritual revolution can we hope to be saved.

The full implications of this basic fact are exceedingly complex and far-reaching—far too much so to be dealt with on this occasion. But we can appropriately here consider the more limited implications which relate to for-

mal education at the college level. Surely this is a subject which should concern us all. For, quite obviously, the contributions of higher education are deeply involved both in the predicament in which we now find ourselves and in the prospects with which we are now so formidably faced. In higher education some of the most important responsibilities of "education broadly conceived" find sharp focus. Here is one phase of education in which the hopes and aspirations, the basic social adjustments of mankind cannot be ignored. The challenge of atomic power to higher education in America is pressing and inescapable. What I propose to do, therefore, is to direct your attention briefly to the basic responsibilities of higher education in the present crisis in human affairs.

The World's Predicament

There is no mistaking the fact that the free peoples of the world are at the moment in a sorry plight. Even our own country, which is probably more fortunately situated than any other, is exhibiting disorders of a threatening character. We are all familiar with the expression "a fool's paradise"—described by the dictionary as "a condition of happiness based on false beliefs or hopes". From time to time a nation, like an individual, will live in a fool's paradise. It is now clear that the American people during the 1920's, following World War I, so lived; they staged a stupid national joy-ride which ended in inevitable disaster. Today, following World War II, the American people are in no such mood. Perhaps it is not inaccurate to say that they live now in a fool's purgatory—a condition of unhappiness—not happiness—based, like a fool's paradise, on false beliefs and hopes. At least for the present the American people are befuddled and fearful. This state of mind is due in considerable measure to the retention of hopes and beliefs that are not likely to survive in a war-ridden world of atomic power. Two

world wars and the atomic bomb have created a social situation in which beliefs and hopes and ideals—in other words, the entire social faith—have to be reviewed and in some measure revised. The task ahead for education was never more demanding.

Needed—A Revised Educational Program

One look at the world of today is enough to prove that the education we have had will no longer serve. That goes even for education in our own country where education has been one of the corner stones of the edifice of our national life. Quite obviously, if education is to meet the demands of a free society in a world of atomic power, both a broad realignment of educational programs and a wide remobilization of educational forces are essential. With this in mind, I shall examine with you for a while the three-fold responsibilities of education in a free society such as ours. Perhaps, if we can get a clear conception of these specific responsibilities, we can subsequently better play our respective parts in getting the improved education of which we are so desperately in need. After all, we cannot avoid concern about these matters, whether as college graduates, as future parents or guardians of the young, or as citizens of the world's greatest democracy.

The overall responsibility of education in a free society is to raise the level of the peoples' intelligence. In other words, education must undertake to give the members of a free society an adequate understanding of essential goals and the means of their attainment. The intelligence requisite to the fulfillment of this overall purpose is of three sorts: (1) practical intelligence; (2) social intelligence; and (3) moral intelligence. These three are in no sense substitutes for one another. Despite the fact that they have been commonly in competition with each other, they are in no way necessarily in conflict. They are in fact,

when fully understood, essentially complementary.

Practical education has to do with the means by which we manage our day to day practical affairs. Some practical education is, of course, vocational education, but much of it is of broader significance. Thus, instruction in the arts of elementary reading and writing is practical education. While command of these arts may be required in a great many jobs, we can hardly view work on the three R's as primarily vocational in character. At the same time, it is obviously very practical. In general, practical education looks toward the acquisition of specific skills, or the inculcation of designated habits. Civilization of the technical sort we have in America today could not exist without a vast range of practical education.

Social education has to do with our ways of carrying on in large social groups. The most important of these are the governmental. More and more our individual interests are affected by far-reaching social forces. More and more we must act in concert if our action is to produce the required results. More and more it becomes evident that without social intelligence we do not have a chance of getting such concerted action under any democratic regime. The social intelligence we must bring to bear relates to all sorts of economic, social and political problems that crowd in on us on every hand—problems of prices and wages, and so of price control and inflation, of taxation and public indebtedness, of tariffs and all sorts of trade regulations, of local government and federal-state relationships, of social suppressions and race relations, of united nations and world order—in short, of all sorts of vast matters which can only be brought under control by wise and far-sighted social action. The need of social intelligence, and of education directed toward the attainment of such intelligence, was never quite so striking as it is at this very time.

Moral education has to do with the *kind* of life we intend to lead. Fundamentally this is a matter of attitudes and ideals, of hopes and aspirations, of beliefs and irreducible faith. Stated in other terms, it is a question of what scale of values we shall bring to bear in deciding individually and collectively what we shall endeavor to make of life. If our practical affairs are to have order and direction, they must be subject to great governing principles. Moral education undertakes to bring these principles into the open, and through all available means to make them operative.

The differences among practical, social and moral intelligence, and among the varieties of education directed toward their attainment, can best be seen if we deal in concrete examples. This might be done in terms of the total educational system in America, or instead, in terms of our higher education alone. I propose, however, to use an even smaller, though no less important, screen upon which to throw the picture. For the points I wish to make are in clear focus in the type of educational institution conducting these very exercises. Nowhere in America today are the lessons of democratic education, past, present and future, more fully exposed than they are in the outstanding land-grant colleges and universities. It is therefore in terms of the experience of these institutions, in the lives of which all of us here assembled share, that I shall speak.

Results of the Morrill Act

The land-grant colleges and universities of the country are the result of one of the greatest pieces of post-war planning ever done by the American people. In some of the darkest days of the Civil War, the Congress enacted and President Lincoln signed the Morrill Act of 1862. This Act provided for a great grant of public lands to the states and territories, the proceeds of the sale of these lands to be used for the endowment, support and main-

tenance of at least one college in each state or territory where the leading object should be, without excluding other scientific or classical studies, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life. The Morrill Act thus was double-barreled legislation. In the first place, it was an act to distribute public lands; in the second place, and more significantly, it was an act to provide endowment for a new type of educational institution.

The Morrill Act made reference to the "industrial classes" and stated that the purpose of the Act was to promote the liberal and practical education of these classes. What was meant by "industrial classes" in 1862? In general, the reference was to all those who did not belong to the professional class. The professional class was not infrequently referred to as the privileged class. The "industrial classes" were made up of all of those who were neither professional nor privileged. In other words, the "industrial classes" referred to in the Morrill Act really consisted of the common people. Agriculture, it is true, was dominant. The farming group was at that time the largest group among the common people; but the conception of the Morrill Act was, that what was needed was liberal and practical education, not only for the farmer, but for the artisan, the mechanic, and the laborer of that time. In short, the land-grant institutions were designed to be People's Colleges.

Looking backward, it is clear that the Morrill Act of 1862 was in its educational provisions an expression of educational revolt. This revolt was on three fronts. First, it sought equality of academic status for the newer disciplines, such as the modern literatures, the social studies and especially the sciences. Second, it sought recognition of the

importance in education of practical and applied subject matter. Third, it sought wider and more truly democratic opportunities in higher education. The new institutions founded under the Act strove to fulfill these requirements. Older institutions in time gave ground. The state universities, partly under the stimulus of the land-grant movement, gathered strength. In time the educational revolt of the middle 19th century acquired irresistible momentum. In consequence the contributions of these land-grant institutions to American higher education became immeasurably significant. Let us therefore take a closer look at the work they have done.

It was toward practical education that the work of the land-grant colleges was initially directed, and it is in the area of the practical arts that they have made their most notable contributions. By the very provisions of the basic Act they were charged with a primary concern for such branches of learning as were related to agriculture and the mechanic arts and, with a few exceptions, their early drive was toward these particular interests. For a while it looked as if the mechanic arts would offer better opportunities for effective educational development, but by the opening of the 20th century it was clear that the agricultural arts would be even more successfully pursued in these new-type institutions. The reasons for this somewhat delayed ascendancy of agriculture over engineering in the land-grant colleges are complex and need not detain us here. Suffice it to say that in agricultural education and research a demonstration was made in these land-grant institutions of practical education at its best.

In saying this I have in mind the three-pronged program that was finally evolved. This consisted of soundly conceived and closely articulated activities in resident instruction, extension and research. Problems in the field of practical farming were carried into the experiment stations and research lab-



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oratories for solution. The answers found by those engaged in research and experimentation were promptly conveyed both into the field through extension and to the students in training through resident instruction. Farmers in every state in the Union came to look upon the work of the land-grant institutions as genuinely serving their practical needs. And students in the land-grant institutions came to have a full understanding of the inter-relationships of resident instruction, research and extension.

It is my considered opinion that the land-grant institutions in this three-pronged program have more successfully demonstrated the values of practical education than has been done in any other phase of higher education in America. It would be greatly to the advantage of the American people if similarly related activities in education and research

could be developed in other broad areas of practical concern. In general, it may be concluded that practical intelligence can be obtained through soundly organized practical education, and that large social returns are to be had through formal education of this sort. Certainly the land-grant institutions can fairly stand on the record so far as their responsibilities have related to practical education.

Practical Education Essential

There is a disposition in some quarters to view practical education condescendingly. There are those who would deny such education any place in the tradition of liberal education, at any rate at the college level. Any such attitude reflects a failure to appreciate the values that lie in practical education, wisely conceived and effectively conducted. It is good for people to acquire and practice

difficult skills. Self-discipline is quite as likely to be cultivated in the plying of an art or the pursuit of a productive endeavor, say on one's regular job, as in other phases of human experience. Work can be made to have highly important therapeutic and moral effects, and education which is wisely vocational in design can be very important socially as well as individually. It is when practical education gets in the way of social and moral education that it may have to be curbed. In principle, practical education is a primary and indispensable segment of total education in a free society. This the work of the land-grant institutions has fully demonstrated. Let's have more of such education, not less. And let us all take pride in what these institutions of ours have accomplished in this highly important phase of higher education in America.

Social education is a more difficult undertaking, and in these days one needing much more attention than it has had. The accomplishments of the land-grant institutions in this field have not been so impressive. This is true despite the fact that it has become increasingly clear that practical education will not suffice even in a field as practical as farming. For the problems of profitable farming have ceased to be primarily problems of individual husbandry. More and more they have become problems of dealing wisely with forces of a wide social character. Commodity surpluses, acreage restrictions, tariff policies, reciprocal trade agreements, foreign markets, monetary policies, debt adjustments, industrial developments — these and many other factors have made the operations of the individual farmer less and less a matter of efficient production and more and more a matter of successful marketing. The corn grower who in the early 1930's found it cheaper to use corn for fuel than to buy coal was not likely to be much interested in learning how to raise corn yet more cheaply. The farmer who during the recent war period was not able to get

labor with which to harvest his crop of snap beans was not likely to be interested for the time being in learning how to raise more snap beans per acre. As our economic life becomes more and more socialized, the technology of production becomes more and more subordinated to the techniques of successful adjustment to the entire national economy.

This fact has been increasingly recognized in the work of the land-grant institutions, and sustained efforts have already been made to introduce in the work of resident instruction, research and extension adequate consideration of some of the technical problems involved in the far-flung distribution of agricultural products. This expansion of educational and research activities into the complex social field inevitably encounters serious difficulties, and thus far the progress made in the agricultural colleges in dealing effectively with these larger problems is not too encouraging. The fact remains that responsibility for expansion of the work in agriculture in these directions is now clearly recognized in most important quarters. We may therefore expect significant developments along this line in the course of the next few years.

Even if such developments are successfully staged, however, the responsibilities of the land-grant institutions for social education will not be discharged. For the range of social intelligence which we must have is not confined to issues relating to any particular branch of economic activity such as agriculture. What we have to do in formal education is to reach out into other large problems of contemporary society such as those of national defense, international and interracial relations, minimum civic responsibility as it bears upon the efficiency of our governmental operations at all levels. The time has come when the United States of America cannot get along without comprehensive social policies clearly formulated, widely understood, and generally supported by the American

people. This calls for a great extension of the work of the colleges and universities of the country in the field of social education. The work that has been done along this line is quite inadequate. In correcting the present deficiencies the colleges and universities of the country have an opportunity and an obligation of surpassing importance. It is hardly conceivable that we can carry on successfully under our established political and economic institutions unless we make great strides soon in the social education of the whole American people.

If this is true of social education, it is even more true of moral education. In this area the shortcomings of present formal education are striking, if not actually shocking. Formal public education in the United States has given relatively slight attention to the development of moral intelligence. There has been a disposition in many quarters to say that this is not a responsibility of formal education, or that moral intelligence cannot be had by means of formal education. This, however, does not appear to have been the view of the leaders of American thought in the early days of our federal government, for in the Northwest Ordinance of 1787 there appears this provision: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall for all be encouraged."

Here religion and morality, as well as knowledge, are made a direct charge to the educational system of the country. I am convinced that, unless this charge is accepted by formal education, we have little chance of developing the moral intelligence essential to our survival as a free people. For practical education and social education cannot be fundamentally shaped and directed except as the nature of the good life and the good state are clearly discerned and become a matter of firm and prevailing acceptance. Without faith the people perish. Just as surely, without discipline, individually and collectively imposed and implemented, no people can expect to retain their liberty. If we are to face life with resolution we must believe it has meaning. There is no defeat as certain as that springing from a sheer emptiness of experience. As a free people we have no alternative but to declare and live by the faith that is in us.

As an expression of the kind of faith we must have if in freedom we are to have more humane and rational living, it is hard to find a stronger statement than that of my former associate, the late Carl Becker, distinguished historian and staunch defender of the democratic tradition. After World War II broke but before we had ourselves become directly involved, Becker made this declaration:

"To have faith in the dignity and worth of the individual man as an end in himself,

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to believe that it is better to be governed by persuasion than by coercion, to believe that fraternal good will is more worthy than a selfish and contentious spirit, to believe that in the long run all values are inseparable from the love of truth and the disinterested search for it, to believe that knowledge and the power it confers should be used to promote the welfare and happiness of all men rather than to serve the interests of those individuals and classes whom fortune and intelligence endow with temporary advantage—these are the values which are affirmed by the traditional democratic ideology. They are the values which, since the time of Buddha and Confucius, Solomon and Zoroaster, Plato and Aristotle, Socrates and Jesus, men have commonly employed to measure the advance or the decline of civilization, the values they have celebrated in the saints and sages."

The inculcation of a faith of this sort is an inescapable responsibility of education. In this responsibility formal education shares. The colleges and universities of the country are not now discharging this responsibility. The land-grant institutions, like the rest, have not given this assignment, supremely important as it is, the attention it must have. The task is doubtless a very difficult one. It will entail resort to all sorts of procedures, many of them lying outside the classroom. The fundamental point is that the stakes involved are so great that no effort should be spared, however great may be the outlay of time and thought and money that may prove necessary.

"Race Between Education and Catastrophe"

I get back to the point that human affairs

have come to a critical juncture. Two world wars and the atomic bomb have produced a world situation in which the outlook of the free peoples of the world hangs in the balance. If the balance is to be swung toward order and peace, justice and prosperity, good-will and brotherhood among men, an intellectual, moral and spiritual revolution must be staged.

A generation ago H. G. Wells issued one of his arresting pronouncements. He drew from his amazingly wide and penetrating studies and observations this sweeping generalization: "Human history becomes more and more a race between education and catastrophe." If this conclusion was warranted after World War I, how much more is it inescapable following World War II. Now that mankind has in its possession the incredible power of atomic energy, how can any one believe that physical force can any longer be curbed with physical force. If anything was ever clear, it is that the future of mankind lies in the realm of mind and spirit rather than of body and brute power. I repeat that it is through education in all its varied forms that the mind and spirit of man have to be shaped to meet the requirements of the world into which we have now entered. A prompt mobilization of all available educational forces must be effected and effected without delay. It is to this end that educators, statesmen, civic and professional leaders—yes, all the people, great and small—must devote all the resources of thought and courage and vision they can possibly bring to bear. Such is the present challenge to man's most important undertaking—education. Such is the summons to which each one of us must individually respond.





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*"To help a man to
help himself
is the wisest effort
of human love."*

Russell H. Conwell

● Believing, as our Founder did, that there can be no individual achievement without individual effort, Temple University makes *guided self-help* a part of every curriculum. The initiative and self-reliance of Temple University graduates attest the wisdom of this practice.

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DEVELOPMENTS IN MARKETING RESEARCH

MISS ELLEN M. JONES, *Research Department,*
The Curtis Publishing Company

Coming to The Curtis Publishing Company in the fall of 1915, one year after her graduation from Vassar College, Miss Ellen M. Jones has had the privilege of watching the profession of marketing research develop almost from its beginning. During the past thirty years she has participated in all phases of research work.

To friends who sometimes ask her if she does not find years at the same job rather monotonous, Miss Jones answers: "Marketing research is like being associated with several industries because you study first one industry and then another. It has so many angles that life in research never grows dull."



MARKETING research offers one of the most important although difficult jobs in business to-day. The hopes and ambitions of men and of corporations are its concern. Thus it is always looking toward the future. It calls for practical understanding of the present day combined with sane imagination and clear vision.

It is a relatively young profession with great future possibilities. When back in 1911, the Curtis Publishing Company took the revolutionary step of establishing a Commercial Research Division, so novel was the idea that Charles Coolidge Parlin, who was selected as the pioneer head of the Division, was forced to invent not only the scope and technique of the new activity, but also its name. So far as we know, this was the first marketing research operation in America.

Market research revolves around one of Mr. Parlin's earliest discoveries, (now well known) that "the Consumer is King." The following memorable statement was made by Mr. Parlin in every speech to industry, in order to establish it in the minds of all: "The consumer is king. His preference is law and his whim makes and unmakes merchants, jobbers and manufacturers. Whoever wins his confidence controls the mercantile situation; whoever loses it is lost."

As Donald M. Hobart, Manager of Curtis

Research, has been pointing out to manufacturers particularly during the war and since, "America is in the process of discovering whether or not it can sell and distribute the goods and services which our national capacity can produce. The job ahead is clear. It is a selling job. We must sell as never before if we are to avert postwar economic depression, for in the future, production will be geared to sales. To meet this selling job business now realizes that it must:

- (1) Study its products
- (2) Analyze its market
- (3) Plan its distribution
- (4) Organize and train an adequate sales organization
- (5) Develop strong advertising, promotion and merchandising plans

Each of the five points calls for definite activities and raises problems which can be handled best by marketing research or selling research, as some prefer to call it, for *marketing research is the intelligent practical study and handling of all the problems involved in marketing and selling from the taking of the goods from the loading platform of the manufacturer to placing them in the hands of consumers.*

"It seems clear that marketing research has come of age."

Those of us who had the privilege of being part of the profession in those early struggling years find a deep sense of satisfaction in the fact that marketing research has "arrived" and is ready at this crucial point to contribute to the nation's maintenance of an improved standard of living.

Those who may join the ranks of marketing research at this time can get the thrill of feeling that they are helping in some way to solve the problems of how to provide the consumer with what he wants, where and when he wants it and at a price he is willing and able to pay for it.

Improvement in devices, new techniques, more efficient methods and a greater understanding of human reactions are eagerly grasped and utilized by the enthusiastic market researcher; but little has been added to the early objectives as conceived by Mr. Parlin. Moreover customer or consumer reactions and desires are dynamic, never static.



AN INTERVIEWER CONDUCTS A SIDEWALK INTERVIEW TO GET THE OPINION OF AN INDIVIDUAL ON A SUBJECT BEING STUDIED

One of the most important functions of marketing research is to keep abreast, if not ahead of these changes and be able to supply an adequate measuring stick for each as they occur in order to relate human wants to the availability of products and services.

What Are the Job Opportunities?

Opportunities for employment lie both in Research Departments in industries and in independent Marketing Research companies which have developed with the growth of the profession.

Interesting possibilities are available to both men and women. While the selling end, that is the contact with clients, is still largely men's, the interviewing end is largely women's. Some women have become partners in independent Research Bureaus or have founded their own companies, specializing generally in certain ends such as an interviewing staff. Other women have made important places for themselves in Research Departments of large companies.

Types of Work

A study may involve a whole industry and require a year or more, or it may be a sales problem of a particular product that can be solved by some quick information.

In the case of a study of the trends in an industry—What is the procedure? Information must be secured from the field, and not just from printed sources. But the report must be more than a compilation of material. It must be a structure.

In a well-rounded research operation, the building of the structure requires the knowledge and skills of many types of workers, rather than a single individual. The work of a Market Analyst, for example, involves collaboration with experts in interviewing techniques and questionnaire planning; and the advice of "sampling" specialists to secure a national or localized cross-section of public opinion.



YOUNG WOMAN OPERATING A COUNTING SORTER. INFORMATION FROM QUESTIONNAIRES IS CODED AND PUNCHED ON TABULATING CARDS AND RUN THROUGH THESE MACHINES

The analyst must also rely on the skills of tabulators and statisticians for preparing correlations which determine the relationship of one factor to another. Thus the analyst can take a broad view of all of the underpinnings that go to make up the soundness of the market structure and he is able to build the structure in such a way that all of its components will be understood and appreciated.

The services of workers who are skilled in visual portrayal of the findings make an important contribution to the master plan by insuring that the findings are readily grasped by the people to whom the results are presented.

Specialized researchers work independently on particular projects, such as writing reports,

estimating sales quotas and preparing trading area maps which enable manufacturers to plan more intelligently where to secure distribution of their products.

Most research activities involve the establishment of a Library Section which has a vital part to play. Its main activities are to collect, collate and catalog published data, to keep in touch with all sources which might supply needed material, and to furnish information in response to direct requests. What kind of questions are asked? Well, they run all the way from "What percentage of farmers make their own soap?" to "What is the future market possibility of quick frozen food, lockers, and freezers?"

Skilled administrators and secretaries are

of course invaluable both within the office and in the operation of field surveys.

What Are the Requirements for Research?

Let us first divide people intellectually into three groups. The first group definitely enjoys continuous mental labor; the second can tolerate it and the third finds it truly distressing.

Recognize your group and you will discover your likelihood for success in research. You will be happy and will develop from year to year, if you are of the first group; you may make a somewhat satisfying place for yourself if you are of the second group; but you better seek work in other fields if you are of the third group.

The college record of an applicant is one of several ways for a manager to judge the applicant's probable adaptability to research. High marks in all subjects are certainly not necessary but success in at least some of the courses is an indication of the intellectual curiosity that is such an important factor in marketing research. The particular course in which the accomplishment was made is not very important—a trained mind is the biggest asset one can bring into a research organization.

No special courses therefore are needed but the following are helpful: Economics, Sociology, Merchandising, Advertising, Statistics, English Composition, Psychology, Salesmanship, Mathematics and Business Administration.

But important as is intellectual leadership, it alone will not lead to outstanding success in research. Coupled with it must be a pleasing appearance and a personality that wins cooperation from coworkers and registers to advantage when explaining work to management or clients.

An esprit-de corps becomes an integral part of a research organization, calling for accuracy and accomplishment.

Ingenuity, resourcefulness and plenty of common sense are valued assets.

It is of paramount importance that the research worker have a real desire to want the facts and not be satisfied until the truth has been ascertained. This takes long hours of painstaking study and independent thinking.

Then the research worker must have the courage to present those facts, regardless of how welcome they may be to the industry or management involved.

The ability to present results briefly and clearly is a vital research qualification. The report will be used by men of action who will be impatient to get at the core of the conclusions.

There is a combination of three basic requisites for success in research—one must like to study; one must like to travel; and must be a salesman—one must demonstrate the ability to use the results of the study effectively with a client.

Efficiency in public speaking is also a valuable asset as it is often times necessary to present research studies to groups, such as a Board of Directors, or a sales convention.

Lack of close contact with the nation's people through travel is often the explanation for failure of a research undertaking.

Markets

A researcher must constantly remember that markets are made up of people, not statistics. By studying people and their wants, we can learn how to win their patronage in bad times as well as in good, for people have hope and ambition even when statistics may show a discouraging economic condition.

The researcher must be able to distinguish the difference in markets. For example, allowing for some mixture of population in certain districts, the greater part of the residential section of almost any large city can be broken down into four different classes of

neighborhoods. Each of these, although containing about one quarter of the population, varies considerably in the people's hopes, desires and financial ability to execute them.

Interviewing

One end of marketing research which offers increasing opportunities is the field of interviewing. Now that the need for marketing research is recognized by so many industries, demand is great for people who can obtain basic information through personal interviews with consumers, retailers, wholesalers and manufacturers.

The interviews must be well done or the whole structure fails—the best of analysts cannot draw sound conclusions if the original data is wrong.

The interviewer must constantly remember that whole industries may change their selling plans on the basis of the information secured. Thus the goal of helping the consumer obtain his desires is directly dependent upon honest and intelligent interviewing.

The interviewing technician must be a person who can bring herself to the common understanding of the respondent.

Some of the interviewing involves physical measurement, such as the taking down of all the items and brands in the pantry which was the case with the first national pantry inventory to be made. Other interviewing calls on the memory of the respondent; still other on the reasons "why" they do what they do, such as their purchase of certain brands of commodities.

Sometimes the information can be secured by a questionnaire, and at other times a "conversational" interview, which is an informal discussion of a problem, such as one would talk over with a friend, is the best method. This latter takes more skill and training.

There are essentially four opportunities for interviewers:



A REPRESENTATIVE INTRODUCING HERSELF TO THE RESPONDENT PREPARATORY TO SECURING A HOME INTERVIEW

1. Pretest Specialists who operate at headquarters and determine the technique method best adapted to securing the information from respondents on the particular study. This takes several years of experience; and involves analytical ability—one must be able not only to collect the bricks (i.e., the information) but suggest what to do when the bricks aren't readily obtainable. It frequently involves the writing of manuals of instruction to interviewers to accompany the questionnaire; and the training of other interviewers.

2. Interviewers who can handle the "conversational" interview described above, with no set questionnaire.

3. Local Interviewers, i.e., people who do interviewing in their own home towns.

4. Traveling Supervisors of Local Interviewers. These people must not get homesick when on long trips away from home.

1. About how often do you go to the movies?

2. What outdoor sports do you like to play?
Tennis _____ Badminton _____
Softball _____ Croquet _____
Golf _____ Other _____

3. What indoor sports do you like to play?
Bridge _____ Ping Pong _____
Poker _____ Pool or Billiards _____
Bowling _____ Other _____

4. Do you like to...
Hunt _____ Swim _____
Fish _____ Motor Boat _____
Ski _____ Surf _____
Hike _____ Canoe _____
Ice Skate _____ Camp _____
Ride Horseback _____

5. Do you have a hobby or hobbies? (Such as photography, woodworking, stamp collecting)

6. Where did you go on your last important pleasure trip before the war?

TWO PAGES OF A QUESTIONNAIRE USED TO OBTAIN INFORMATION ON THE NATION'S RECREATIONAL HABITS FOR HOLIDAY MAGAZINE

Free-Lance Work

One of the unique opportunities in marketing research is the chance for free-lance interviewing work. Many research organizations employ people locally to do interviewing in their own home towns. Such a worker is not limited to employment with one single company, and operates on a contract basis. The work is ideally suited to married women who may not wish full time employment. Some studies are adaptable to the use of students still in college.

The assignments are apt to come in a hurry, as problems arise quickly. It is important to

handle them within the time limits set forth, which frequently calls for considerable resourcefulness. The work calls also for ability to read the instructions understandingly and for conscientious observance of them. It is interesting work for anyone who likes people and who can get their reactions without influencing their answers,—and who can refrain from telling what they have learned from one person to another.

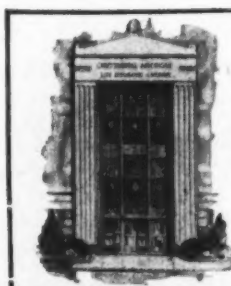
The American public has proved cooperative to being interviewed and frank in its answers. It is important that the interviewer leave each respondent in a frame of mind that leaves a welcome door open to the next interviewer.

Interviewing work takes physical stamina as it largely involves going to people's homes or company business houses. Honesty is obviously of paramount importance.

Perspective

With the complex merchandising problems of this postwar period and many new products ready to come on the market, the future offers a special challenge to marketing researchers.

In the days ahead researchers will not forget that the value of the work depends primarily upon the ability to define the problem, the directness of the research approach to that problem, the clarity of the conclusions, their interpretation and their vivid presentation.



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"RECONVERTING TO JOB COMPETITION"

THEODORE W. CASE, *Director of Evening School and Job Experience, Evanston Township High School*

Officials of Evanston Township High School, alert to changing conditions in the business world, are preparing to increase the efficiency of their placement services. In his article, Mr. Theodore W. Case states the necessity for placing the right graduates in the right job. Prior to accepting his present position, Mr. Case handled supervisory training programs in the Chicago area for the Illinois Board for Vocational Education. Before this he was employed as the Training Director of the Chicago House of Montgomery, Ward & Co.

Mr. Case received his B.Ph. and M.Ph. from the University of Wisconsin. After taking some work towards his doctorate at his alma mater where he concentrated upon psychology and speech, Mr. Case took several courses at the University of Pittsburgh Retail Research Bureau.



IN TENSE competition for available starting jobs may return to our high school and college graduates sooner than most lay observers expect. When this temporarily suspended condition again prevails, reasonable minimum standards of employment will be promptly restored. Then the struggle of the graduates and between the graduates and older groups for the more desirable jobs will be reflected at once in the increased demands upon all of us for the most generous and efficient placement service that can be provided for our groups.

We all hope that with the return of the normal job market our availability files will again be well stocked with student or graduate registrants who satisfy or exceed the normal demands of business and industry. Therefore, one of our main objectives will be to increase the percent of our personnel who are right for the job and for whom the job is also right. To make sure of this and because turnover is one of the sound criteria of our placement efficiency as well as a costly nuisance to employers, many of us will probably wish to exploit the richly productive turnover studies that we may well add to our long-range goals. These are some of the problems that lie ahead. Their solution will go far toward assuring that our placements will either "stick" or have a high-priority reason for becoming leavers.

These points apply with less but important force to our part-time job problem. Service to the community and to business, industry and government is, of course, a major purpose in all of our placement work, but we look upon the educational values inherent in part-time work as of greatest importance. Each student worker derives heavy returns from his job investment if he is operating under correct conditions. Each school, too, can derive substantial returns in the form of confirmations of existing practices or constructive suggestions. The implications of scientific turnover studies for education can far exceed in value their other important yields.

At Evanston Township High School we do not feel that we will be confronted by as difficult reconversion problems as some schools, unfortunately, are bound to face even without a deep dip in the business curve. Our optimism rises from many factors such as our fortunate proximity to the enormous Evanston-Chicago job market, the persisting demand for the services of the graduates of a number of suburban schools, the fact that only 35% of our graduates do not go to college and the heavy increase in our area contacts in recent years.

The 35% who do not go to college from E. T. H. S. will probably not exceed three-hundred and fifty for several years. Yet an order for three-hundred of our business grad-

uates was given to me this spring by the personnel recruiting officer of one of the large Loop banks. Few placements have been made for this order. We estimated at one time before the close of school that if we had them we could easily place about one thousand five hundred graduates sight unseen. Of course such conditions will not last long. Despite all of the favorable factors in Evanston's situation, we feel that we should secure and compare all pertinent turnover figures as well as merit-ratings. Such comparisons should be made against the figures for previous years and the figures of other schools operating under like conditions. Significant comparisons can also be made within such annual placement checks.

Part-time Service Meets Student Needs

In estimating our future problem we are including four other groups besides the graduates just mentioned. Of these the part-timers offer the most manhours. Up to recent years a volume of two thousand or more placements was about normal. During the war years part-time placements fell off and the percent of requests that were filled fell to all-time lows due to the ease with which interested students could locate profitable employment. We feel that this activity will quickly rebound to normal levels and enable us to minimize the gap between supply and demand. Reduced student employment in former war factories, mounting living costs and our continuing efforts to supply this auxiliary educational experience to more eligible students will achieve this end. The second group, in terms of manhours, will probably be from our very heavily increased Evening School. It became apparent a year ago, after the two V days, that much future development of placement could be undertaken in this sector of the school's total activities. The third group consists of the members of the Veterans' Institute. The volume of such

placements will be smaller owing to the numerous resources available to veterans needing employment assistance in this area. The fourth group is new and wholly unpredictable,—our new Junior College group. Regarding this group we only feel safe in saying that, as it evolves toward straight terminal status, the placement volume will increase.

The part-time service meets five classes of student needs. These are: (1) the general part-time service, (2) the special XMAS service, (3) summer service, (4) service for the handicapped and (5) service for the members of Job Experience and other classes including Home Economics.

Students are urged to register for part-time work with our professional counselor in a special Student Service room. Teachers, Home Room Directors, the weekly *Evanstonian* and the annual *Pilot*, a general guidebook, all help promote the service. After careful counseling, interested students fill out standard registration cards. These are carefully classified and placed in the availability file for ready reference when employers call. Employer's call for student help are recorded and filed. The counselor sends for suitable students registered with the service to fill business and home calls. When possible employers are afforded an opportunity to do some of the screening themselves through interviewing several applicants for openings. The counselor investigates the students' performance on the job and holds further follow-up interviews where necessary. This is the general procedure for the first group. It applies to some extent, however, for all five classes mentioned above.

To help the local retail stores during the rush seasons of the war years a special placement service was established in cooperation with the principal stores. Under this plan selected students from a large list of those eligible to participate were permitted to go to work in the stores either for half days or full

days providing they had their parents' permission and their teachers' permission. Most of them had to make up their work in full in advance of obtaining their release from their Home Room Director who had full jurisdiction over each student participating in these drives. There were over four hundred and fifty students engaged in this merchants' relief project during one season and the total earnings of the students ran above \$25,000 according to the best information that we could obtain.

The summer placement service operates the same as the regular part-time service except that the bulk of the jobs are filled while the students are still completing the year's work. Some placements are made during our first or second summer school session however. With the creation of a larger availability file for summer work in subsequent seasons, it is anticipated that this volume can be lifted about fifty to one hundred percent.

One of our teachers specializes in helping our handicapped students to adjust themselves in every way possible to the school and other situations. She performs some placement work for these youngsters when possible. The number involved in this is quite small.

Training on the Job

Job Experience is one of our special study-work or cooperative on-the-job-training programs. It is based upon senior registrations only and usually runs up to a total of over one hundred and twenty-five enrollees after the start of the second semester. Members must attend class one period per week and must work regularly throughout the school year on an approved training job, where we have a formal indenture in force with the employer, calling for from ten to twenty hours of work per week. For this, members may obtain either one-half credit for one semester of approved work or one full credit



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**KANSAS CITY LIFE
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toward graduation for a full school year of approved Job Experience.

Some placements are arranged in advance of the senior year during May or June after the new program cards have been completed. Most of the students complete their employment arrangements during September. We have found it advisable to permit a limited amount of job shifting during the first two or three weeks of September. Such shifting permits us to operate with a greater amount of job satisfaction than would be possible without this policy. Wage and earnings increases are not accepted as reasons for such changes, but provable maladjustments relating to such factors as supervisory-employee relations, eye strain beyond the amount anticipated and other working or training conditions are accepted. Once the student is fully indentured to the cooperating employer he is expected to remain with that employer at least until the end of the first semester. Changes are permitted at that time for acceptable reasons, but we find that employers usually want our personnel to remain until the end of their senior year. As we would expect, some retail stores prefer and benefit by this opportunity to curtail operating expenses during their low volume winter months. We find no great amount of inconvenience in cooperating with the few personnel managers concerned and in re-locating such displaced personnel on sound training jobs.

Various major objectives control our Job Experience placements. They include: (1) career selection, (2) general employability, (3) the development of salable skills, (4) the job's reference value, (5) exploitation of the exceptional educational values of some available jobs, (6) utilization of the therapeutic values of some kinds of jobs to reduce undesirable traits, (7) increased motivation resulting from some selected job conditions. Therefore, more than test results must be considered in making or accepting placements. In our counseling we consider such supplementary points as the school record, personality needs, opportunities for the parents to aid and available jobs for the individual concerned.

Counseling Methods

Both individual and group counseling are used for the Job Experience group. Some of the directly practical lecture and discussion topics are: (1) occupational information about a wide variety of both starting and promotional jobs that may be obtained by our students in the area, (2) employment trend factors that must be carefully watched, (3) locating and applying for jobs, approved and disapproved methods, (4) hiring procedure factors, policies and trends, (5) beginner's problems on a new job, (6) how the beginner should follow-up on his own training on the job, (7) how to make and use a job analysis for self or new employee training, (8) the production efficiency or scoreboard viewpoint contrasted to the always harmful slowdown and scarcity policies that have been too widely accepted, (9) typical personnel rating plans, (10) job problems that are common to most jobs, (11) "know thyself", (12) basic roots of job satisfaction, (13) keeping employers happy, (14) planning now for the supervisory opportunities that lie ahead, (15) the community aspect of every job, (16) business organization, (17) accepted labor legislation and trends toward reasonable controls of Big

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Labor, (18) cultivating self-reliance, resourcefulness and drive.

The group and individual counseling along these and many other lines is supplemented effectively by the many local personnel managers, shop foremen and others who aid in the orientation and adjustment of our placements. In addition we visit each student at regular intervals on the job and receive periodic training reports that assist us in coordinating our classwork and the trainee needs. In addition we are developing specific supplementary programs for all placements regardless of whether they are working as helpers at N.B.C., as cub reporters at City News, as a laboratory technician trainee or as the assistant manager of a small apparel chain store.

The program results may be briefly stated: (1) the percentage permanently hired or for whom such tenure is optional is increasing, (2) it is easier for these Job Experience graduates to obtain desired positions than would have been possible without such training, (3) the turnover, both before and after graduation, are lower than would otherwise be normal, (4) a larger percentage appreciate the challenge, the rules of the game and the

satisfaction of doing a good job without skimping on total output and (5) an increasing number are funnelled into their "correct" fields and levels.

For the future, in our general placement work we plan to initiate a number of projects and methods in addition to those cited so far for the purpose of aiding these groups that need the most help in bridging the gap between school and business. For instance, we should probably exercise closer surveillance of the part-time workers who obtain their jobs without the help of the school's service. Greater benefit would flow from the service if all non-college and non-Job Experience personnel were scheduled for some early testing and counseling in October at the latest to prevent hasty action in early June at the end of the senior year. Our turnover and merit-rating study plans were previously mentioned. An experimental expansion of our training facilities in the Evening School is already under way. If this proves adequate, we may be able to recruit some of our graduates to take advanced training or retraining that will improve our placement figures and help out in the reconversion to job competition.



WE are the source of the emotional and moral, as well as the physical, strength with which the world can be helped and encouraged to take up the task of rebuilding civilization. Every move that is made in the organization of foreign affairs today has an important condition subsequently attached to it.

That is, our success in the councils of world government will not excel our success in our own affairs. No management of social or economic or political problems at the world level can excel that which the maturity of the people makes possible at home. Brandeis once said, "We are making laws for the community. We cannot make the community fit the laws." That teaching is as applicable to the new community that our world has become, as it was and is of the democratic society that produced Brandeis himself.

We are apt to think of peace as the absence of war. But peace is more than that. Peace is the presence of law—of justice, order, stability and a method for orderly change. That is to say, peace is not merely the absence of war; it is the presence of government.

World law is essential for world peace. The risks are far too great for us to entrust the cherished ideals of this great civilization to jungle techniques.

—Excerpts from the Commencement Address delivered by Justice William O. Douglas, of the Supreme Court, at Ohio University.



The University's Placement Service was established for the purpose of making the University a continuing factor in the lives of its Graduates. Its Divisions include Student Aid, the Student Agencies, the Placement of Seniors at the time of graduation, and the Re-Placement of Graduates in the fields covered by the thirteen Schools of the University.

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PROFESSIONAL CAREERS IN LIFE INSURANCE

R. WILFRED KELSEY, *Director, Educational Division,
Institute of Life Insurance*

It used to be that Life Insurance was considered a man's profession. Today, however, more and more women are employed in executive positions. Mr. Kelsey here discusses the training needed and the opportunities awaiting both men and women who have the proper training. In his present capacity he cooperates with educational authorities in providing life insurance information for classroom use and has charge of the preparation and distribution of booklets, charts, and motion pictures produced by the Institute of Life Insurance for educational purposes.

A graduate of Haverford College, Mr. Kelsey studied life insurance at the Wharton School of the University of Pennsylvania. Following this, he spent seven years in life insurance field work in Philadelphia and for the past six years has been with the Institute of Life Insurance, where he first set up and managed the Department of Information, more recently the Educational Division.



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NOT often do vocational guidance counselors or placement officers have students come to them with minds firmly made up as to their future careers. The high school honor student who spurned college scholarships because she was going to be a switchboard operator is the exception. More often than not young people are undecided about their careers and are casting about for something that will be interesting to them as well as profitable. Often they are totally unfamiliar with many opportunities that are available.

Some of these less explored career possibilities are in the field of life insurance. Young people are usually not familiar with the various kinds of work done in life insurance home offices and therefore do not consider such jobs as being future careers. Young people who do fall into the field, do so by accident more often than not.

However, there are in the home offices of the life insurance companies several professional career possibilities for both men and women. Because Life Insurance plays a major role in the American families' security—records show that over half the population now own life insurance, and the average family ownership amounts to \$4500—and because Life Insurance is of major significance in the American economy, the field offers the indi-

vidual man or woman a unique opportunity for a career with broad social implications. At the same time his career will be interesting and will contribute to his personal growth.

For the college graduate there are positions of a professional nature in the actuarial, underwriting, legal, medical, claims, personnel, public relations, financial, advertising and agency departments.

For the young man and woman out of high school there are a great many general office positions for which they may qualify and which can lead to important supervisory and administrative positions.

Because most of the future executives of the life insurance companies will be drawn from the men and women with college degrees, this article will discuss principally the careers for college graduates.

The Actuary

Most technical and highly specialized profession within the business is that of the actuary. A skilled mathematician, he is responsible for statistical, mathematical, and financial calculations involved in the operation of the life insurance business. Specifically, the actuary measures the risks, figures the premiums, computes tables of policy values, initiates new policy forms, prepares rate

books and keeps track of the company's reserves. In short, the actuary determines the basic facts upon which his company operates.

Today the actuary is a college graduate with a major in mathematics. Following college, and while on the job in a life insurance company, in order to receive professional recognition, he must study for and pass a series of examinations given jointly by the two professional societies: The American Institute of Actuaries and The Actuarial Society of America. After successfully completing all examinations, which takes from six to eight years, the student becomes a Fellow in one of the societies. The examinations cover algebra, calculus, statistics, compound interest, construction of mortality and related tables, the principles of life insurance, the history of life insurance, life insurance law, investments, banking and finance and several other specific phases of the business.

It is possible for a student to begin his preparation for the exams while still in college. There are three universities in America (Iowa, Michigan and Toronto) where it is possible to major in actuarial science. In these institutions it is possible to take at least two of the exams before graduation.

In addition to a strong mathematics background, the actuarial student should also take such courses as English, economics, banking and finance, accounting and other liberal arts subjects. Because he will be working with people, and because he will be in an administrative position the companies are primarily interested in the "well-rounded" individual.

The profession is not crowded, is open to both men and women, and the student today has little difficulty in being placed in a company. Because of the essential place actuarial science has in the operation of the business, no life insurance company operates without at least one actuary. The large companies have actuarial staffs numbering 20 or 30 or

more. Usually at least one of the company's top officers is an actuary. Several government agencies and State insurance departments also employ actuaries in increasing numbers.

The Lay Underwriter

The position of lay underwriter in the home office represents another typical life insurance career. The lay underwriters are those people who determine whether applicants can qualify for life insurance. Their decisions are based on the medical report from the examining physician, the inspection report, and the application from the agent.

It would seem a relatively simple task to check over this data and make a decision. In the majority of cases it is—after experience has been gained. But it requires a working knowledge of life insurance, medical terms, occupations, and company practices. The underwriter's job is to weigh all the information he has concerning an applicant from the viewpoint of his health, his financial dependability, his needs for insurance, his work and to then determine whether or not the applicant is a risk that the company can accept.

This means that the underwriter must possess good sound judgment, tact, a discriminating and analytical mind and a thorough understanding of his business. He is in a position of great responsibility for his decisions will be of importance to both the applicant and the company.

There are no colleges or universities offering majors in lay underwriting. In fact, there are no specific courses dealing with this subject. The would-be underwriter will prepare for this career by putting together a variety of college courses all of which will have some bearing on what he will do in professional life. A thorough general education including courses in finance, insurance, English, economics, and a natural or physical

science is important. If possible, it would be well to take a course or two offered pre-medical students in order to become acquainted with medical terms.

The real training, however, will come on the job. The nature of the work makes this imperative. For this reason, many of the life insurance companies go directly to the colleges and universities to select young men and women who are graduating. These recruits are then given an extensive training in the home offices of the companies. There they will work in all departments before being placed permanently, and are thus afforded an opportunity to learn the business.

When they join the underwriting department, they are junior lay underwriters and at first will handle the routine business. As they gain experience and as the business warrants it, they will advance to senior underwriters and then assume administrative, and often executive, positions.

Claims Inspectors

Not all the college recruits are placed in the underwriting department, however. Some of them become claims inspectors—sometimes known as examiners or adjusters. These people have the responsibility of investigating questionable death or disability claims. If cause of death or proof of death or actual death are subject to question, the life insurance company sends an inspector out to look into the case. There are always some people who try to "beat" the life insurance company by fraudulent means, and these are the cases that the claims inspectors must settle, as well as other routine, if less exciting, cases.

The claims inspector must be a man of tact, patience, initiative, perseverance and integrity. He must be skillful in dealing with people, knowing when to talk and when to listen. He may travel frequently and will be meeting a wide variety of people in all walks of life; when necessary he will represent his company

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in court and he will often request special medical examinations.

Like the lay underwriter, the claims inspector is trained on the job. Very often companies select young law school graduates for training in the claims department, or they take the college recruit who has been in training in various departments of the home office. In college it would be to his credit to have studied some law, economics, insurance, psychology, sociology and other courses that would equip him with a general education background.

Other Specialists

From this same group of college men and women who are learning the life insurance business "on-the-job", often come the future securities analysts, mortgage analysts, real estate supervisors, and the others needed to supervise the company's investments. Those are highly responsible positions, requiring people who have been carefully trained in their work. Some of the companies prefer to take men who have had experience in finance and banking; others would rather take inexperienced personnel and train them while they are in the company.

Work of this kind means careful study and research. The company's funds must be invested with care; each new investment represents hours of detailed analysis and investigation, for the company is investing the money of thousands of policyholders who are depending on their money to provide them or their beneficiaries with financial security at some later date. There is no room for speculation or guess work.

The young person who goes into this department will have an opportunity to see how the money he helps invest will go to work for the Nation; he will be working with "big money"—safeguarding it and making it grow.

His educational background should include courses in money and banking, economics,

real estate management, statistics, insurance and some liberal arts.

But the life insurance company is not entirely made up of men and women who are trained on the job. There are several departments where it is necessary to employ only professionally trained men or women for the administrative positions. For instance, the medical department must be staffed by doctors of medicine, nurses and technicians—in all cases men and women who have met all the educational requirements of their profession. The same is true of the legal department where the companies prefer to place top-ranking law school graduates.

In this same group of specialists are the accountants and auditors. These are people who have majored in accounting or business administration in college. They are responsible for keeping the company books, and usually they have a large staff of clerks and machine operators working under them.

Other specialists include the men and women trained in personnel administration, advertising, public relations and statistics. In those companies maintaining services such as dining rooms and libraries, there is a need for dieticians and librarians.

Selling Life Insurance

So far we have discussed only the positions existing in the home office. However, the first career that comes to mind when thinking of life insurance is, of course, that of the life insurance agent. He is the person who sells and services life insurance for the men, women and children of America.

Life insurance selling is the professional career in the business that offers great opportunity for high earnings to the right person; and it is open to a greater number of men and women each year than any other we have discussed. It is a career a young man or woman can enter without changing residence and it offers the new agent an excellent training pro-

gram under the supervision of successful men in the business. Everything is done to help the beginner achieve success; and it is one of the few independent businesses that one can enter without a heavy expenditure of capital at the outset.

What the Agent Does

The job of the life insurance agent, or life underwriter, as he is sometimes called, consists primarily of selling and servicing life insurance. His time is devoted to calling on people—those who are prospects for insurance and those who may help him meet new clients. Some of the most important contacts he will have are those people who will be his "Centers of Influence", as they are called in his business. They may or may not be in the market for life insurance, but they are usually key people in a community or organization and can give the agent introductions or leads to people who are likely to be in need of his serv-

ices. For one of the keys to his success is to maintain an active list of people who are prospective purchasers of life insurance. To supplement the list of prospects gained through his Centers of Influence, the agent studies the local newspapers, business and professional directories, yearbooks and other similar publications. For each prospect the agent must draw up an insurance program designed to meet the needs of the individual and his family. To be able to do this will require several months of study and training after the new agent has joined an agency.

Who Should Sell

The qualifications of the successful life insurance agent have been described in several ways, but the traits most frequently emphasized include personal integrity, ambition, enthusiasm, sincerity, interest in and a genuine liking for people, a desire to be with them and to do things for others, an under-

The increasing complexity of the problems facing young men and women ambitious to succeed emphasizes the need for complete education.



Massachusetts Mutual
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standing of human needs and problems and a background of general education.

Scientific Selection

Before a contract is signed between a new agent and a manager or general agent, the candidate is usually given an aptitude test. This will give the general agent some idea as to the new man's future as a life insurance agent. These aptitude tests are now used by almost all companies for it has been found that through them it is possible to come very close to determining who will fit into the business and who might better find another line of work.

The aptitude for selling life insurance can be measured by use of The Aptitude Index, prepared by the Life Insurance Agency Management Association, or by use of some other vocational aptitude test. Composed of two parts, a personal history rating and a personality rating, the Index enables the applicant and general agent to learn what the applicant's chances are for success. For experience has shown that agents with high aptitude ratings are from five to ten times as likely to become successful salesmen as their colleagues whose ratings were low.

"Do you like to work for a long time on puzzles, tricks, or problems? Do you like to putter around your automobile or radio, or do little mechanical or carpentry jobs around the house? Do you day dream often?" These are some typical questions from the Index and if the answer is "yes", chances are the applicant's rating will be low, and he would do better in other work. But his chances for success as a life insurance agent go way up if he can answer "yes" to such questions as: "Do you remember people especially well? In a small social gathering do you usually guide the conversation? Do you often go at your work with a lot of enthusiasm? Do you like to spend vacations at a lively resort or hotel?" To be sure, these are

only sample questions, and although the applicant may answer "no" to some of these, his rating may be high when the test is scored in its entirety.

The training programs vary with the companies. They may be conducted in the home office of the company, or they may be taught by the general agent or his assistant in the agency office. The length of the course may be from two weeks to several months, but the new agent will be spending his first year, at least, in learning his business, whether it be in a class or on the job. During this time he may be on a salary which will be adequate to care for his needs, thus relieving him of financial worries while he is getting established.

But the successful agents never stop studying. And many of them are aiming at professional recognition by taking the examinations given by the American College of Life Underwriters and thereby earning their designation as Chartered Life Underwriters (C.L.U.). To be eligible for this, the agent must be at least 21 years of age, and have had three years of successful experience in the business. These American College exams cover life insurance fundamentals and salesmanship, economics, government, sociology, law, trusts, taxes, corporation finance, banking and credit, and investments.

Although a college degree is not necessary for one to become a life insurance agent, the trend is for the general agents and managers to prefer college-trained men and women. A number of universities now offer programs in which one can major in life insurance. If possible, the man or woman still in college who plans to become a life insurance agent should include in his college program such courses as the principles of life insurance, life insurance selling, banking and finance and insurance law. At the same time, he should study psychology, salesmanship, economics and English.

What Are the Opportunities?

What is the employment outlook in the life insurance business? At the present time, according to leaders in the business, life insurance is on the eve of great expansion. To substantiate this statement they point to the experience following all wars in American history when the sale of life insurance rose significantly. At the same time, they recognize the added emphasis given life insurance by the Federal Social Security laws. It is now possible for men and women who come under Social Security to complete their program of financial protection with life insurance, since the Federal program provides a basic minimum or floor of protection. Thus there is greater incentive for the individual to complete a program which formerly looked to be impossible of achievement. Another factor which is probably contributing to the post-war increase in business is National Service Life Insurance. This had had its effect

in making the public as well as the servicemen and women themselves, increasingly conscious of the value of life insurance as a means of providing a monthly income. Furthermore, the fact that Uncle Sam demonstrated his willingness to insure every service man and woman for \$10,000 has raised the sights of most people as to the amount of life insurance necessary for an adequate program.

Thus, with the business already growing and expanding it is only natural that an increase in personnel will follow. Already many companies have launched campaigns in order to attract new agents, and with more men and women selling more and more life insurance, the home office staffs will have to expand in order to keep up with the new business.

Salaries paid to college and university graduates starting out on a professional career in the life insurance business vary with the size of the company and its location. However,

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salaries will be in keeping with those being paid in each community for comparable work.

There are other factors that contribute to job satisfaction for those in life insurance. Working conditions are pleasant and healthful. Various benefits for employees provided by the companies include retirement plans, group life insurance and hospital insurance. Most of the companies offer social and recreational opportunities. In most cases, the companies work a five-day week, and the employees are assured of paid vacations annually. In those companies located in large cities there are company dining rooms or cafeterias for the convenience of the employees. They also are entitled to annual medical examinations at no charge to them, and are free to consult the company medical staff at any time.

In view of the great public service performed by life insurance, and also the major

place it holds in the American economy, any part the individual plays within a life insurance organization is important. One can be sure that whatever position he or she may hold will be worthwhile.

For those interested in becoming a part of the life insurance business, it would be profitable for them to consult the personnel manager of a life insurance company or call on some of the men and women who are engaged in the type of work they might be most interested in. In the case of the young man and woman interested in selling life insurance, their first step would be to contact some of the general agents or managers in their vicinity and discuss their career with them. By so visiting at first hand with these men, either in the field or home office, the applicant can learn in detail more about the positions and the work.



HAVING stimulated our creative imaginations and productive efforts to the point where we can produce more of anything than we have actual need for, we nullify it all by fighting among ourselves. Having devised systems which make readily available to us in practical form things which were the wildest dreams of ages past, in communication, in transportation, in production and supply of the things that contribute to a high standard of living, we have turned from cheering at the victory to jeering at each other.

The fault is not with systems; it is with the people who operate them. The fact becomes all the more appalling when we set down the tremendous cost in energy and in money of the systems we have devised, and compare it with the total we have spent or misspent on people who must run the systems.

—Excerpts from the Commencement Address delivered by Clarence L. Menser, NBC executive, at Heidelberg College.

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OPPORTUNITIES FOR FOREIGN LANGUAGE MAJORS

NEIL C. ARVIN

Chairman, Department of Romance Languages, University of Rochester

Modern technology has greatly reduced the size of the world. Oceans and mountains no longer afford protection to countries, but in some instances, the language barriers still remain unbroken. With this in mind, Dr. Neil C. Arvin, an Officier d'Académie, presents the need for alert, well-trained individuals who possess a working knowledge of foreign languages.

Before accepting his present position, Dr. Arvin taught at Harvard, Yale and the University of California. He received his M.A. and Ph.D. from Harvard University and has published two books and a number of articles on French literature.

IT is probable that many young men and women trying to decide what their life work will be do not realize how many opportunities are open to one who has a good knowledge of a foreign language. It has been customary for many years to assume that the only practical application of foreign languages was that of high school or college teaching, with a vague hope that some day, in some way, one might get into "diplomatic service". But the actual possibilities for placement and for promotion are really much more numerous, varied and interesting, and the rapidly shrinking size of the world will certainly increase the need for people equipped to use a foreign language and naturally even more for those who have a command of two languages other than their own.

More Teachers Required

Obviously, as a result of the war, with its immediate and urgent demand for foreign languages — particularly French, German, Italian, Russian, Chinese and Japanese—and with this demand continuing and in all likelihood increasing for many years, one of the prime necessities of an education will be foreign language training. This means that there will be even more need of well-trained and enthusiastic language teachers, who go into the profession not because they can think of nothing better to do but because they have a vital interest in languages and are aware of the important role of language study in the world of today. Although there will prob-

ably again be shifts of interest and of needs from one language to another (French is already regaining the top place it had before the war in our high schools and colleges, German will certainly win back some of the ground it lost, and Russian has become almost a conventional offering), Americans will without any question be obliged to become more cosmopolitan and more international in their interests and will want and need to study foreign languages more than in the past.

This increased usefulness of language equipment will of course require a constantly increasing number of competent and skilled teachers in high schools, colleges and commercial schools. The development of more practical and helpful methods of intensive language teaching which have been introduced in many colleges partly as a result of the strikingly successful work done during the war in the A. S. T. P. language training courses will attract more students and will very soon require a much larger number of teachers. There will thus be a growing demand for alert, well-trained and capable young foreign language teachers and there will be very promising opportunities in the teaching professions.

Business and Foreign Service

But there are two other fields which can attract people having a foreign language equipment and who do not care to go into teaching: business, and the United States



WISE COUNSELING SOLVES ACADEMIC PROBLEMS

From All the Children

Foreign Service. Many of the larger business organizations are of course obliged to maintain personnel able to translate their foreign correspondence and other documents, and the manufacturers of articles sold abroad, such as automobiles, tractors, machine tools, agricultural implements, etc., need people able to translate their advertising material into foreign languages. Work requiring more highly specialized preparation and appealing possibly to people with a somewhat broader educational background is available also in many of the more important scientific and cultural associations like the Rockefeller Foundation and in a number of international cultural and sociological organizations which require interpreters and translators. Many of the large Eastern and Western banks em-

ploy people having a knowledge of a foreign language.¹

Commercial aviation, which is on the eve of a very rapid expansion, is also a field in which there are certain to be a large number of interesting, attractive and well-paid positions available and in which there will certainly be many more openings in the near future when increased peacetime travel becomes possible. A recent survey by the New York City Engineering Consultants indicates an increase of five hundred per cent in air traffic by 1950, and while much of this will be confined to this country, there will of course be an enormous growth of air travel to South America, Europe and the East. Airplane hostesses,

¹ See Dorothy Penn: "A Brief Survey of Language Positions in Government and Industry." *French Review*, December, 1941, pp. 135 ff.

buyers' guides and probably even the crew will find to an increasing extent a knowledge of foreign languages almost essential.

The United States Civil Service gives examinations for positions requiring people trained in foreign languages and the government has places for a growing number of such men and women in such departments as the Treasury, the Departments of the Interior, of War, of the Navy, of Labor (particularly in the Bureau of Immigration and Nationalization), of Agriculture and Commerce, as well as in the Inter-American Educational and Cultural Relations Office of the United States Office of Education, in the Federal Security Agency and in the Domestic Service Relations Bureau of the Department of State.²

Requirements for Candidates

It is probably in the Foreign Service of the Department of State, however, that intelligent,

ambitious and well-trained young men with a knowledge of a foreign language will find the best and most interesting positions. "Foreign Service officers are the representatives abroad of the United States and of its policies and ideals, promoting good will and understanding between this country and others and trying to eliminate causes of discord. Officials of the Foreign Service report to the government political, social and economic conditions abroad and analyze any significant trends."³ All Foreign Service officers of the United States, including consular officers and diplomatic secretaries and counselors are appointed by the Secretary of State after written, oral and physical examinations are taken. Candidates must pass four general written examinations: one which tests exact comprehension of selected tests; one on factual and statistical material; one on general information (historical, geographical, vocabulary, current history); and one which consists of writing a *précis* of a long article. In addition they must pass a special language examination in French, German or Spanish or in any two of these languages, and special examination in History and Government, Commercial and Maritime Law, and Economics.

Those who do sufficiently well in the written examinations are then given an oral examination "designed to discover whether they are suitable for the work of the Foreign Service from the point of view of character, judgment, general education and culture, contemporary information and apparent business capacity". The names of the candidates who have passed these examinations are put, in the order of their standing, upon a list from which actual appointments are made. Once they have been appointed to the Foreign Service, officers are assigned to the field where they do probationary training under trained and successful officers; following their probationary train-



From All the Children

THIS CLASS LEARNS SPANISH IDIOMS BY READING NEWSPAPERS PRINTED IN THAT LANGUAGE

²See Dorothy Penn, *ibid.*

³The American Foreign Service Publication 1771 of the Department of State, revised to June 1, 1942, page 3.



From All the Children
INTERESTING LECTURES PROVIDE BACKGROUND MATERIAL
FOR FURTHER STUDY IN LANGUAGE ESSENTIALS

ing, they are assigned to the Department of State and are given a course in the Foreign Officers Training School.⁴

There are eight classes of Foreign Service Officers and there is in addition one unclassified grade. The initial yearly salary range is from \$2500 to \$3400, increasing from \$3500 to \$3900 for class eight to \$9,000 to \$10,000 for class one. These officers when on duty receive in addition to their salary, an allowance for the rent, heating and lighting of their quarters and are also given the necessary transportation and subsistence expenses when government business requires them to travel.

Foreign Service Officers

Language officers are Foreign Service officers appointed from the unclassified grade and assigned for the purpose of studying and perfecting themselves in the languages of the Far, Middle and Near East.

⁴ Ibid.

The appointment and promotion of officers is based more upon their own ability than upon formal studies. Although a college education is not required of candidates for appointment in the Foreign Service, approximately three-fourths of the officers in 1942 were college graduates. An unusually able and energetic young man has the possibility of rising steadily through the various classes of the Foreign Service to the position of Consul General or Counselor of Embassy, and may even be promoted to the grade of Minister. There is a liberal retirement and annuity arrangement which goes into effect upon an officer's retirement at the age of sixty-five.⁵

There will also be an increasing demand for persons trained in foreign languages in such international organizations as the United Nations, U. N. R. A. A. and the relief bodies which will follow it, and the various inter-country and governmental and private groups which will be necessary during the peace. "Science has no country" and to an ever-increasing extent the same thing is true of literature and philosophy.⁵ It would seem that whether one thinks only of the cultural advantages to be obtained from a working knowledge of foreign languages or has in mind an immediate and practical application of such knowledge that the present age is one which offers a maximum of interesting and well-paid posts to those who have a language equipment.

⁵ Ibid.

Charles S. Leopold Engineer



213 South Broad Street
Philadelphia

INFORMATION, PLEASE—IN PLACEMENT!



GEORGE F. DAVENEL, *Placement Secretary,*

Queens College, Flushing, N. Y.

Vocational counselors, placement directors, and employers must all be concerned with the training of candidates for employment. In the belief that sound placements result from long range planning, Queens College places emphasis on a realistic preparation of candidates for such assistance. Mr. George F. Davenel, Placement Secretary, here discusses the use of current occupational information as a technic in furthering this preparation.

Mr. Davenel holds the Master of Arts degree in Guidance and Personnel from Columbia University. His varied administrative and personnel experience, both in business and in academic circles, has been reflected in his articles on vocational guidance, placement, and personnel administration. This article is, in a sense, written in response to numerous letters and comments which he received about an earlier article, "Placement—a lar carte!" which appeared in SCHOOL AND COLLEGE PLACEMENT.

HOW often have you, as placement officer, read an article, seen a headline, or heard a good comment that seemed, at the time, of strikingly special interest to the applicants you handle? Very likely, you made a note of this important item. Perhaps, you referred to it in your next few interviews. But, as the days went on, with the wealth of occupational information constantly coming to the surface especially through your daily contact with the job market, that important note was just filed or altogether discarded. How many of your applicants consequently failed to benefit by that article, or book, or statement which seemed so very important?

The transmission of timely occupational information is an important part of vocational guidance. Basically, this guidance should be the job of trained vocational counselors working with classroom instructors. The placement officer, cooperating with each, could then further the guidance program by providing part-time and full-time job possibilities.

Duties of the Placement Officer

Realistically, the work of the placement officer includes more than just the production of a variety of jobs from which candidates select. With the great majority of these job seeking students, he must develop the applicant as well as the market. It is a familiar story, the college graduate looking the field

over. Young, with little or no experience, he is, academically speaking, beyond the level of a permanently routine job. He cannot see the wisdom of starting at the bottom and working up. (Nor, generally speaking, can he be expected to do so.) Conversely, he believes himself prepared to operate in a professional area without graduate training. In line with this thinking, he looks for a relatively high entering salary with no qualms at all as to any privilege that may be his in the learning of a business.

The placement officer, realizing this attitude, makes connections with organizations that plan directly for leadership through in-service training and with developing firms where the preparation for advancement is comparatively informal but the opportunity genuinely attainable. Responsible to the applicants for the nature of his advice, he is also responsible to the organizations he contacts for the time and effort which they expend on training his referrals. When the time for permanent placement comes, he must be certain that the personal maturity of his applicants matches their academic maturity. Regardless of the guidance done by classroom instructors and trained counselors, for the good of his program, questions like the following have to be answered.

Are these applicants ready, willing and able to benefit by the contacts established?



QUEENS COLLEGE, FLUSHING, NEW YORK

Do they have a relative sense of values by which to appraise the worth of the particular offer made?

Is their tenacity of purpose strong enough to provide a kind of second interest wind once the novelty wears off?

Do they know what the starting rungs are in their fields in terms of responsibility and salary? Or will they condition the kind of help the placement office can give by posting unusual qualifications, abnormal beginning salaries, location limitations?

Do they appreciate the ethics of the on-job training provision or will they, once it is completed, seek to locate with a rival company at a slightly higher salary?

Will they be good public relations men and women for the college by demonstrating in practice the quality of the academic

instruction and the character of the placement staff's work? Or vice versa?

Everything that the placement officer can do to insure a better response to these questions is important for the welfare of future applicants. But how much time can he give to preparation of candidates?

The continued daily pressure of job applicants and employers makes any large scale educational and vocational counseling project on the part of a placement officer impractical. However, the placement officer does have much occupational information and knowledge that should be helpful to instructors and counselors directly concerned with the vocational planning of students. In institutions where there are no professionally trained counselors, he must take the initiative in providing aids for vocational self-guidance. For

the great many students who require this additional assistance, he should provide some guidance service if only the referral to other agencies in his community. If placement is to underwrite the vocational worth of training given in his institution, the placement officer has a definite all-over responsibility for "assisting students to choose occupations, prepare for, enter upon and progress in them."¹

"Jobortunity"—A Guidance Aid

The Queens College Placement System puts high value on current occupational information in the process of choosing an occupation and preparing for success within it. In the thought than an interpretation of this data by the Placement Officer might have a special effect on the quality of the guidance within the institution, our "Jobortunity" exchange was instituted.

This feature of the college newspaper is the outgrowth of a simple market research project which revealed the fields of most interest to our students and concerning which the largest amount of misinformation was current. Through our exchange we have endeavored to arouse the curiosity of a cross section of the campus to this situation. To help satisfy it, we set up bulletin board displays designed to enrich the contents of each "Jobortunity".

Where do we get the data for our articles? We have subtitled this series an "Exchange". We exchange opinions with business men, heads of agencies, professional guidance workers, staff members, alumni, and students. The series reflects their thinking. In our own field work, we endeavored to weigh the consequences of national trends in our area. This analysis of what's actually current helps to "practicalize" the comments mentioned above.

In the preparation of copy for "Jobortunity", considerable thought is given to fea-

tured articles, generally on a selected vocation. The organization of specific information pertinent to the subject of the article gives strength and substance and interest to it. For example, for an outlook on the "oportunidad para tener exito" in Latin America, in addition to the situation as we know it from firms hiring for foreign placement and from other general sources, local color was obtained with the help of one of our more enthusiastic graduates who had been placed in a foreign embassy. This young woman not only gathered some unusual and challenging leaflets and newspaper articles but also wrote an entertaining account of what every young college graduate should know about working in an embassy in a foreign country.

For those applicants who were interested in writing as a career, a special "Jobortunity" outlined types of current periodicals and discussed the 4 divisions of magazine production. Special interest was motivated by presenting the history of a trade journal built up by referrals from the college Placement Office.

The currently pressing veteran problem in placement has had its day in "Jobortunity". Many of our veterans still up in the air, this time over future possibilities in aviation, came to the Placement Office, discouraged by the well publicized over-supply of flight engineers, navigators, ground operators, dispatchers and meteorologists. We have tried to brighten the picture by directing attention to current developments in industrial flying necessitating civilian use of skills learned in service. For instance, forestry is using the airplanes in smoke spotting and in the carrying of fire-fighting men and equipment. Farming is using it on a seasonal basis for seeding, crop dusting, and hunting of animal pests. Other fields in which skilled air corps men may find opportunity are aerial surveys of power and oil line inspection, aerial photography, and the handling of light weight freight. With an expanding market, there are growing possibilities for steady employ-

¹ Definition of Vocational Guidance by National Vocational Guidance Association.

ment as salesmen of aircraft and as flight instructors. The value of authentic, up-to-date information for the furtherance of this one of many veteran interests is obvious.

Student cooperation proves an invaluable aid in the handling of this material. We have already referred to the fact that the plan took form from their questions and comments. Those especially trained and interested in research projects cooperate in the gathering of some of the data. Others with a feeling for art lay-out work help prepare stimulating bulletin board displays. (This work within the project actually had a therapeutic effect on the careers of several of the participating people.) Arrangements have been made for further student assistance by combining some of the interests of this plan with subject matter clubs and other organizations within the extra class-program.

To merit and maintain our place in the college newspaper, the advice of the Editorial Staff was sought in working out details of the project. The fact that we are subject to the Editor's red pencil and that we must face the deadline glare of the Features Editor is sufficient inspiration for us to get our material in on time and in a state challenging enough to win student attention. With ruling arbitrar-

ily set, there is little encouragement to put off till tomorrow, the counseling that should be done today.

President Truman has said: "Americans . . . seek no favors; they ask only for the right to make their way. They want only one assurance, the right to work out their own destiny."² In the working out of this destiny, college men and women need the best information available. While our exchange merely provides a campus column that those who run may read, it does establish a medium for insuring that that special article, comment or headline referred to earlier is put to good use instead of into the files. In focusing the attention of our students on conditions and trends, we believe that we have, if only in a minor way, broadened their appreciation of the vocational possibilities inherent in a liberal arts preparation. Not the least of the outcomes of our concentrated attention on occupational information as an aid to the realistic preparation of applicants for placement and as an aid to vocational self-direction, has been the fact that the Placement Secretary has a maximum of time for his real job,—Placement!

² U. S. Dept. of Labor, USES, Veterans' Employment Service, "Employers' Guide for Development of a Veterans' Employment Program."

It was with great sadness that the officers and members of the Executive Board learned of the death on Wednesday, July 10, of Reginald L. S. Doggett, treasurer of the Association since its inception.

Mr. Doggett also served as treasurer of the University of Pennsylvania. Before this he had been associated with the Pennsylvania Steel Co. and two of its subsidiaries. As a representative of the University, Mr. Doggett was a member of the Eastern Association of College and University Business Officers.

His wise counseling of those in immediate charge of the Association's varied activities as well as his kindliness and good humor have played important parts in the steady expansion of the Association's influence.

TRENDS AND OPPORTUNITIES IN OCCUPATIONAL THERAPY



WANDA MISBACH EDGERTON, Former Chairman of the Department of Occupational Therapy, College of Education,
Ohio State University

Occupational Therapists have gained the respect of all for the way in which they are aiding in the rehabilitation of the war wounded. Mrs. Wanda M. Edgerton here presents the qualification for those planning to enter this expanding field.

Author of the chapter on occupational therapy in Steele's "Psychiatric Nursing" and several short articles on occupational therapy in both popular and professional journals and magazines, Mrs. Edgerton went to Caracas, Venezuela, with a group of North American nurses employed to organize their respective departments and train native workers in those fields in the municipal psychiatric hospital there.

Mrs. Edgerton was graduated from Coe College and from Boston School of Occupational Therapy with clinical training at Worcester State Hospital in Massachusetts and in the city hospitals of New York City. She returned to Worcester State Hospital as a member of the occupational therapy staff and later became director of the department.

BORN in World War I occupational therapy reached its adolescence in World War II and may now be considered on its way to its professional majority. Its growth in the intervening peace years was both steady and rapid though nothing like the sudden and phenomenal expansion that came with the second war. Those who have been a part of it through these several stages anticipate a continuation of this growth at the slower pace as structural gaps are filled and advances toward professional adulthood are made.

The profession has increased its stature during these periods in several ways. Basic to them all has been its growing acceptance by the medical profession as an actual treatment measure and an integral part of the total cure or patient reconditioning plan, not just a harmless means of diverting a patient's attention from himself and his illness, helpful though this may be.

This has brought with it the need for more thorough preparation of the student therapist and curricula have been both enriched and lengthened to provide them with the background such a treatment program requires. Enrichment of the curriculum has come in two ways. One lies in additional hours in the medical sciences (such as anatomy and neuro-

anatomy, kinesiology and orthopedic problems), more intensive and comprehensive work in psychology and psychiatry, and in better preparation in sociology and the overall problems of rehabilitation. The other includes a longer and more diversified list of occupational skills which the therapist may use as therapeutic tools adapting them to the physical, psychological and vocational or educational needs of the individual patient. These vary from the versatile and time accepted crafts such as weaving, carving, modeling and knotting to the use of power and hand tools in working with wood, metals and plastics, use of the printing press, of gardening, music, drama, library, and recreational activities both indoors and out.

Increased Training

In the first war Occupational Therapy Aides had only three months of emergency training. Graduate therapists now have from one to four years of college followed by twenty-one to thirty months of professional training. All accredited schools of occupational therapy are now affiliated with a college or university so that students may qualify for a degree along with their professional training. Some schools offer diploma or



ANATOMY AND KINESIOLOGY ARE AMONG THE BASIC SCIENCES IN WHICH OCCUPATIONAL THERAPISTS MUST BE PREPARED

certificate courses of shorter duration to those who already hold their bachelor's degree. The present trend is toward graduate work beyond this for those who wish to prepare themselves further in some special phase of the profession. No standard pattern for such study has yet been established, but growth is in that direction.

With men disappearing from the college campuses as the war advanced, colleges and universities in these recent years looked more and more toward those courses or curricula which would not only attract women students but which might have a direct war service value. We then had a flood of such institutions anxious to initiate occupational therapy programs. Fortunately the American Occu-

pational Therapy Association had established a policy of approving schools with the Council on Medical Education and Hospitals of the American Medical Association acting as the accrediting body. Through this means, and with the help of the occupational therapy association's Education Committee acting as an advisory body, it was possible to direct and control expansion of training facilities so that such programs were set up only in those centers best equipped to offer them. Many schools were not encouraged to go ahead with their plans because they lacked adequate facilities for the required medical sciences or for the clinical training hospital internships. Some began such courses and later discontinued them or revised them to give students



WORK IN CONGENIAL GROUPS HELPS IN MORALS BUILDING

only preliminary preparation requiring later transfer to a school offering the complete training program. Others were not encouraged to develop such courses because they were near already established schools and it appeared to be sounder professional policy to work toward a wider geographical distribution of training centers.

Out of all this came the present total of seventeen schools now fully approved by the American Medical Association and seven more awaiting such approval on graduation of their first class. This is in comparison with four such centers in this country and one in Canada at the beginning of the war. A list of these approved schools may be obtained without charge by writing to the Educational Field Secretary of the American Occupational

Therapy Association at 33 West 42nd Street, New York 18, New York.

Meanwhile hospitals of the armed services were demanding therapists in large numbers and looking forward to the need for still more. Training facilities under existing and developing plans were neither sufficient nor rapid enough to meet war needs and so emergency war courses were instituted on a national scale with college graduates whose previous training and experience met requirements being accepted for short intensive classroom and laboratory training in established schools. This was followed by on-the-job training with pay in Army hospitals. The Navy had a similar internship plan for students whose classroom training had been completed. Both plans have now been abandoned and the pre-

war non-pay basis for students in clinical training now prevails, except as some hospitals are able to offer maintenance to students during that period.

Selecting Applicants

Both the established and the new schools in these years found earnest young women with an urge to prepare for service in rehabilitating the war-wounded pouring in applications for admission to training courses. This but emphasized and enlarged the old problem of how to select those students who would be most likely to make successful therapists and how to eliminate those for whom it had an emotional appeal but who, by taste and temperament, would prove unsuited to and unhappy in meeting the exacting demands of working with the sick and injured. No organized study has yet been published on the factors which seem to be essential to suc-

cess as an occupational therapist though such are in progress or contemplated. Most schools have set up committees to act on admissions. The trend among these is to make use of all the regular devices, such as high school records (extra-curricular as well as scholastic), vocational interest, manual dexterity, mechanical comprehension and other tests, references from people who have known the applicants as they have observed them working with other persons in school, church, camp or work situations and records of additional training or work experience. Along with such records schools require personal interviews, preferably at the school office, but sometimes arranged with a school alumna or other graduate therapist in the applicant's vicinity.

Qualities which are felt to be most desirable include an ability to get along with all kinds and all ages of people, ingenuity and imagina-

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tion, interest in the medical sciences, patience, poise and self control, reliability, self-confidence and the ability to develop this in others. While a certain degree of manual dexterity is obviously required a high degree of craftsmanship is generally regarded as less important than the abstract and harder to measure qualities listed above.

The profession has tended to be predominately one for women. This may be accounted for in part by the fact that it has had its greatest growth in war years when women were especially responsive to its humanitarian appeal and when most men were in the armed services or in vital industries. Another reason has been the salaries which, as in many other social services, have been maintained at too low a level to enable a man to support a family. With the present trend toward more adequate salaries, and the pressing need in Veterans' Administration hospitals (where the patient population is almost entirely male and there is an increasing use of tools and occupations with a strong masculine appeal) the need of and the opportunities for male therapists are steadily increasing.

Required Courses

Curricula at the various schools differ slightly according to local requirements but all embrace the minimum essentials as outlined by the American Medical Association. These include among the biologic sciences anatomy, physiology, kinesiology, neurology, psychiatry and psychology; in the social sciences sociology, problems in individual adjustment, social and educational agencies; theory of occupational therapy; and clinical subjects including orthopedics, tuberculosis, cardiac, blindness and deafness, medical and surgical conditions. A specified number of hours are required also in education, both special and adult, and in recreational activities as well as in the fine and industrial arts as applied to a variety of materials. In addition at least thirty-six weeks of clinical train-

ing are required to include experience in psychiatric, tuberculosis, general, children's and orthopedic hospitals or services. On successful completion of this clinical training period the student is eligible to write the national registration examinations which are conducted by the American Occupational Therapy Association.

An Expanding Field

There are employment opportunities for the registered therapist in civilian and veteran's hospitals. While the Army continues to employ therapists in its permanent hospital centers many of its general hospitals have been closing. At the same time the Veterans' Administration program has been expanding and new hospitals opening. Positions in the veterans' hospitals are through Federal Civil Service with pay scales ranging from a minimum \$2,600 to a maximum \$5,900. Under the Medical Rehabilitation Program of the Veterans' Administration occupational therapists work with physical therapists, physical reconditioning specialists, shop teachers and academic instructors as a rehabilitation team. The present need in these hospitals is pressing with indications that it will still be a matter of years before the peak need is reached.

Many civilian hospitals with well-organized departments found their staffs depleted as trained personnel went into war service. These are beginning now to reorganize and expand. Others which would have opened new departments during the war years were unable to do so for lack of trained workers. Many of these are getting underway as personnel becomes available and will expand as time goes on. In the civilian field general hospitals especially are showing an increased interest as their medical men return from military hospitals where they have seen its satisfactory demonstration. Salaries vary widely from state to state, but, on the average, civilian hospitals fall considerably below the Veterans' Administration figures quoted above. To

meet this competition it is likely that salaries here will soon begin to show an upward trend.

The number of communities interested in establishing rehabilitation centers for handicapped children and adults is steadily increasing and offers a challenging field especially for the occupational therapist whose interest lies chiefly in the orthopedic and psychiatric areas. Patients in such centers are referred by private physicians, hospitals, or insurance companies handling industrial accident cases.

The whole area of problems arising from the need to refit tuberculosis patients for normal living back in the community is just beginning to be explored. The occupational therapist's greatest contribution here lies in the educational, pre-vocational and psychosocial approach to the convalescent and arrested case rather than in direct treatment of the sick patient.

Children's hospitals and clinics employ occupational therapists to utilize remedial, educational and recreational activities in treatment of medical and surgical cases, cardiacs, burns, fractures, arthritis, paralysis and other crippling conditions.

However, psychiatric hospitals and clinics continue to constitute the largest hospital group employing occupational therapists. A recent survey of both civilian and veterans' hospitals showed that at least half of the situations for which trained therapists are now being sought are in treatment of psychiatric patients. In all of these positions may vary from that of assistant on a staff of several workers to that of chief therapist. In the smaller hospital there is frequently only one therapist.

The larger number of schools now training students in the profession has increased the need for teaching staff. Several years of hospital experience, preferably involving supervision of students in clinical training, are generally considered prerequisite for such positions. Therapists who serve as directors in charge of the total training programs in

such schools also need to have strong aptitudes for, and experience in, handling organizational and administrative problems. Any previous or additional teaching experience or training in education problems is, of course, an asset.

There are, at this writing, a total of 1,732 therapists registered and in good standing with the American Occupational Therapy Association (not all of these are actively engaged in the profession since many continue their registration after marriage or retirement). New registrants for 1946 totaled 394. Both this figure and the total above surpass previous registration records of the association. When, at the same time, there have been reported an approximate 1300 situations for which trained personnel is being sought, it is obviously an understatement to observe that we are still a good way from saturation in this profession.

To the counselor and student advisor we

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may say that we have here a profession, largely made up of women but with increasing opportunities for men, young enough to have many policies as yet undetermined but old enough to have established itself in the eyes of its professional colleagues, which offers unusual satisfactions for the person with a strong desire to be of service to his fellow man. It is likely that the number of accredited schools offering professional training will remain much as it now is for a considerable period. This factor plus a high degree of professional pride and unity which serves to restrain schools from admitting more students than they can train adequately materially

lessens the possibility of overcrowding. Higher standards in the initial selection and in individual achievement requirements as the student progresses will operate in the same direction. At the same time the market for trained personnel in both civilian and veteran's hospitals may be expected to go up with no decrease of need apparent, even in the latter, for years yet to come.

Applicants most likely to be accepted for training by professional schools will be those with strong interests in the scientific, social services, educational and manual arts areas. Love of people, emotional stability and a generally pleasing personality are essential.



IN THE course of his address before the Kenyon College Alumni on June 24, 1946, Mr. Paul Gray Hoffman, President of Studebaker Corporation and Chairman of the Committee on Economic Development, defined his conception of a free society as follows:

"I define a free society as one whose central purpose is the establishment of conditions which encourage the maximum use of the capabilities of its citizens as individuals, and their maximum growth and development materially, intellectually and spiritually, again as individuals. Stated in a somewhat different manner, it is a society which takes as its major goal equality and certainty of opportunity for all of its people as dignified human beings. Not for a moment does this emphasis on the individual block out cooperation between citizens, or collective action on their part. As a matter of fact, there can be maximum growth and development and maximum utilization of capabilities only through cooperation and collective action."

Continuing in the development of the theme of his address, which was entitled "INDIVIDUALS IN A FREE SOCIETY," Mr. Hoffman outlined what must be done by all lovers of freedom as a means of achieving their objective:

"Before we can even approach a full realization of the goals for a free society, a staggering amount of progress will have to be made in many directions. All of us, as individuals and members of groups, will have parts to play. But a major responsibility rests upon our educational institutions. In my opinion, to maintain a free society we must:

1. Achieve among all of our people a high degree of literacy. Only the literate can remain free. We must drive hard and fast to make available to every man, woman and child all the education each can absorb. People are our greatest natural resource—a resource we must not neglect. The strength of a country is in a large measure a composite of the strength of its individual citizens.
2. Give to individuals with superior intelligence, and to those who have natural leadership qualifications, broad training in citizenship—how to live in a free society. Before any such individual is allowed to specialize, he should be required to accumulate a broad background of knowledge. In other words, he should look at the forest before concentrating his attention on a single tree. We have altogether too many men today who are brilliant in their professions but incapable of intelligent judgment on any issue outside their narrow sphere. We have altogether too many businessmen who are skilled in making a living but who do not know how to live."

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JOHNS-MANVILLE'S PLAN FOR THE EMPLOYMENT OF VETERANS



C. H. BOVELL, Manager, Employment Relations Section

With the rapid demobilization of the armed services, industrial firms have become aware of their placement obligation to veterans. Mr. C. H. Bovell here explains Johns-Manville's plan for the re-employment of returning veterans which will insure fairness to them, the company, and other employees unavailable for military service. Besides his duties as manager of the Employee Relations Section of the Industrial Relations Department, Mr. Bovell is consultant on World War II problems for the far-flung J-M organization.

Mr. Bovell, a graduate of the City and Guilds Engineering College, University of London, has spent the greater part of his life in engineering and related activities. Prior to joining Johns-Manville in 1942, he was Personnel Director of an electrical equipment manufacturing firm in New Jersey. Among his various activities he has given a course of lectures on Industrial Management at New York University College of Engineering.

"NOTHING short of our most diligent, sympathetic, and sincere efforts can come close to paying a portion of the debt we owe to returning veterans. High sounding words of praise and the making of fine promises that can't be kept are not a part of the real job we have before us. These men and women do not want empty promises and they are deserving of much better than this. The only way we can meet our obligation to them is to face the future realistically and plan to the best of our ability for their long-term future and stability.

"We must . . . leave no effort undone to assure a cordial welcoming hand to our own returning veterans and to provide them with the sympathetic counseling and assistance which will help them quickly to re-establish themselves in civilian careers."

This statement by Lewis H. Brown, President of Johns-Manville, expresses the attitude of the company toward the reemployment of veterans of World War II.

To implement this thinking a detailed plan was set up to prepare for the return of veterans. This plan is designed to give the returning veterans all possible opportunity to benefit by any new skills which they have acquired during their military service. It

is designed to benefit Johns-Manville by taking full advantage of these new skills that will be brought into the company by returning veterans, and it is designed to make full use of the skill and training of present employees who have had the valuable experience of war production work.

Basically, the Johns-Manville veterans program is founded on the sincere hope that every one of the nearly 5,000 employees who left the company to enter the military or naval service will want to return to Johns-Manville when discharged from the services.

Specifically, the company's plan is designed to carry out the reemployment of returning veterans in a way that will insure fairness to the veteran, to the company and to other employees, unavailable for military service, who helped Johns-Manville and the nation fight the war production battle on the home front throughout the war.

The whole Johns-Manville veteran employment program is based on fundamentals and geared to be practical. It consists of basic policies, a uniform plan of procedure, and personnel to carry it out.

The basic policies have been put down in black and white for all to follow.



THE INDUSTRIAL RELATIONS MANAGER WELCOMES TWO VETERANS

The plan of procedure has been incorporated in a special loose leaf manual.

Special personnel, called Veteran Advisors, also one Veteran Consultant at headquarters of the company, have been appointed to assure that there is nothing routine—nothing faulty in the functioning of the program.

The Manual

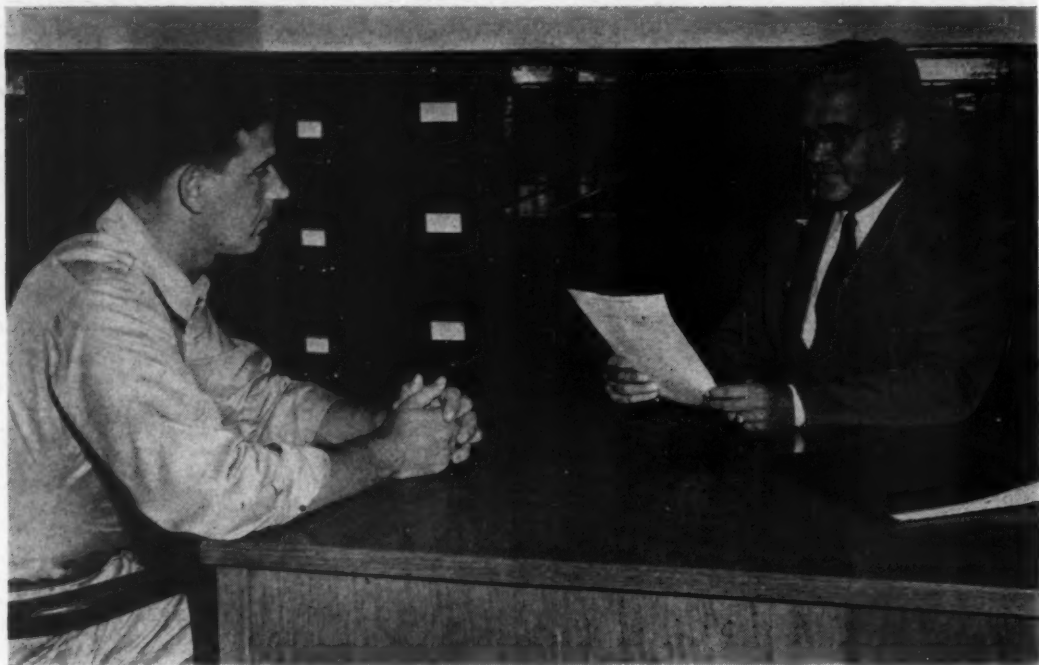
Copies of the J-M Manual for war veteran employment are in the hands of all management executives, all Veteran Advisors, and other persons concerned with employment and personnel administration in Johns-Manville. Through it the representatives of management are fully informed of company policies, procedure and benefits, also of laws and government benefits which affect the veteran's return to civilian life. Supplements to the Manual, aiming to improve procedure, are prepared at company headquarters and distributed to all holders of the book. Thus J-M Veteran

Advisors are kept up-to-date continuously on these matters.

Veteran Advisors

A Veteran Advisor has been selected at every J-M location. At larger locations a special advisory committee will assist the Veteran Advisor. These Advisors and advisory committees working with the uniform policies and plans which have been set forth will provide every veteran returning to every J-M location with friendly, efficient, and personal attention from the moment he walks in the door.

The Veteran Advisor maintains constant contact with all management executives and supervisors at his location so as to be thoroughly acquainted with current operations and available jobs for returning veterans, as well as to keep those executives informed regarding the number, type, special skills, and special problems of the veterans.



THE PLANT'S ADVISOR INTERVIEWS A RETURNING SERVICE MAN

Training

Training of management personnel is emphasized in the Johns-Manville program. Shortly after the program outlined in the War Veteran Employment Manual was put into practice, Johns-Manville instituted two supervisory training programs in all its U. S. plants and mines to interpret the J-M plan for reemployment of returning veterans.

The first, which implements the War Veteran Employment Manual, gives to all levels of J-M production supervision complete information concerning Selective Service laws and J-M policies affecting veteran employment. The second training program deals with the every day human relationships between the supervisor and the employed veteran. This entire program is based on the first-hand experiences of a returned veteran. Thus it truly presents the veteran's point of view.

In both programs, this training reaches

the immediate supervisor, the man in direct everyday contact with the veteran on the job.

The company believes and its supervisors are proving every day, that the continuous training received by its supervisory personnel, equips all in Johns-Manville management to deal with returning veterans intelligently in restoring them to their old jobs.

The Johns-Manville veterans' program envisions not only restoring J-M veterans to appropriate jobs but hiring all other qualified veterans who can fit into the company's employment program.

Expansion of Personnel

J-M has been preparing for the future as diligently as was possible without interrupting all-out production for war. An expanded research and development program has been started; a consolidated and expanded production engineering organization is being created. It is our hope to employ more people

in 1947 and 1948 than we did in 1940, and more than we now employ. These must, of course, include large numbers of unskilled workers, but should also include a moderate number of highly trained technicians, draftsmen, chemical and mechanical engineers and physicists.

Welcome to the J-M Team

Soldiers, Sailors, Marines, Coast Guardsmen, Merchant Mariners, Waves, Wacs and

Spars are coming back ready to work in the America they fought for. Veterans who were formerly members of our company are returning to take up their work in Johns-Manville. This company has planned realistically to receive them and to give all possible practical assistance to them.

Johns-Manville welcomes to its organization the thought and energy of these people who have learned from hard experience the rules and the value of organization and teamwork.



IT IS our traditional premise that the individual fares best in an atmosphere of freedom under law. Without debating the exact degree to which we have achieved that ideal, it is a postulate very precious to Americans. In the military struggle with the totalitarian powers, the stake was crystal clear. Defeat would mean the surrender of freedom for domination. Today we feel that with the victory, the rights of men have acquired a new dignity in the world. In a sense, they have. The immediate hazard of their loss by ourselves and by other nations who share our faith in the community of free men, has been removed. But, if in either complacency or ignorance, we are satisfied to stop there, we shall have lost in peace what we thought we gained in war. The issues between the democratic and totalitarian systems continue to be presented to the peoples of the world as economic and political contests are substituted for military conflict.

We cannot establish democracy in the world by force, nor by browbeating other nations with the threat of atomic reprisals. We cannot demonstrate its superiority by preaching it as a theoretical ideal. We can establish and vindicate it only by example, by making it work; by making it produce results, both at home and abroad, which are better than the results obtainable under a totalitarian government. And they must be tangible results, capable of fair demonstration. If we can DO that, we need not fear Communism or any other ideology. If we CANNOT do that, we shall not only fail to sell democracy to others; we shall probably lose it ourselves.

Excerpts from the commencement address delivered by Frank S. Rowley, Dean of The College of Law, University of Cincinnati, at the same university.

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THE JUNIOR COLLEGE AND TERMINAL EDUCATION



Stover Studio

JOSEPH A. AMORI, *Director of Placement,*
San Francisco Junior College

Recent developments have shown unmistakably the position of growing importance that junior colleges are assuming. Mr. Joseph A. Amori discusses in this article the need for Terminal Education and how it fits the student for a place in the business world. In addition to his placement and educational counseling responsibilities at San Francisco Junior College, Mr. Amori represents the staff of the National Opinion Research Center in Northern California. He has also written several articles for professional journals.

Mr. Amori was graduated from San Jose State College and received his M.A. from the University of California. He has completed the required course work for his doctorate at Stanford University. Mr. Amori has taught in both the Oakland Public Schools and the San Mateo Junior College. He also spent four years with the United States Naval Aviation personnel, public relations, welfare and research.

MARY never could master mathematics. She barely escaped with a "D" grade in high school algebra and geometry. Her chemistry instructor recommended that she drop the course after the fourth week because her work had fallen far behind the class average. Three years of "fringe" grades in French, Spanish and Latin, coupled with average marks in English, climaxed a four-year scholastic drubbing for Mary. Her instructors were all sympathetic and understanding, she said, but there was nothing that they could do about it. Her parents were ambitious for her and wanted her to "amount to something . . . be a doctor, a teacher, a social worker . . . work with her head, not with her hands", as they had done.

"You must go on to college, Mary", they said when she was awarded her high school diploma. Mary wanted to continue her schooling because all of her friends were continuing, but she knew about college entrance requirements and grades. A counselor from the junior college had talked to her high school graduating class earlier in the term about "Terminal Courses"; a chance to prepare oneself for the world of work and at the same time go to college and enjoy all of the various college activities, "get some culture", too. That sounded pretty inviting to Mary, satisfied her ambitious parents, and proved

the ideal outlet for her. With several hundred other high school graduates, she proceeded to the junior college when the new semester began in the fall.

Mary arrived at the junior college on registration day and found that all of her previous educational records had arrived ahead of time and that she had been assigned an advisor who was to act as her counselor during her two-year stay. In addition, older and more mature students were on hand to assist Mary with any problems with which she was confronted. Brief, informative and interesting talks in the college auditorium by faculty, student, and business leaders on *college life, vocational choices, job opportunities, general philosophy of life, courses of study, etc.*, enlightened Mary and challenged her to the enormous possibilities in store for her. Here was her chance to make good, to amount to something. She was in college now . . . with all of her friends . . . near home and everything. And best of all, her education all paid for with tax funds. What an opportunity!

A battery of aptitude, vocational interests and achievement tests paved the way objectively for a personal interview with the appointed counselor who assisted Mary in appraising her assets as well as her liabilities. Mary was now ready to make her vocational



A. Sponagel

IN CONJUNCTION WITH COLLEGE CLASSES, THIS CHEMISTRY STUDENT DOES ROUTINE ASSIGNMENTS IN A
CHEMICAL PLANT

choice. A new world was unfolding before her. Why hadn't she been awakened to these procedures before? She knew herself better now than at any other time in her life. What a difference personal interest, sympathetic understanding, and competent advice make. Mary was "sold" on junior college.

Vocational choice made, course of study outlined, instructors selected, Mary was on the first lap of her two-year program. Frequent meetings with the Advisor throughout the college course assured Mary that she was heading in the right direction. Upon the accumulation of sufficient occupational skills, typing and shorthand, Mary was interviewed by the College Placement Director and refer-

red to several large business firms for interviews, with an opportunity for part time employment in one of them. Mary qualified in the respective tests administered by the Personnel Director of a large insurance company and was given a part time assignment on a four-hour per day basis. Frequent placement follow-ups demonstrated that Mary had succeeded on the job and was making good. Upon graduation, Mary was not only assured of a full time position as secretary to the general manager in the insurance company, but since she had served her apprenticeship on a part time basis, her salary was "out of this world" as she expressed it.

Mary had made good. She had made the

most of her opportunity. She was now a college woman, mature, sure of herself, and ready to take her place in the community. Mary's case is not the exception, but is typical of thousands of other high school graduates, boys and girls, seventeen to nineteen years of age, cosmopolitan in race, some rich, some poor, of all colors and creeds, who find the junior college the only answer to their needs for a college education. Relatively a newcomer to the educational world, the junior college, an institution of the community, is truly democratic and has achieved universal acceptance in progressive educational planning. To-day more than four hundred junior colleges are scattered throughout the country serving the needs of the community.

Original Purpose for Organization

The junior college, organized in its early years to meet the needs of those students who were required to make up scholastic deficiencies prior to admittance to a four-year college or university, found that the vast majority of students enrolled were neither interested nor qualified to pursue purely professional curricula. Only ten percent of those who registered possessed sufficient grade points to attend a four-year college or university if they so desired. Fifteen percent were desirous of continuing with professional training on the university level, but scholastic deficiencies were a prohibitive factor. In other words, it was found, very early in the junior college movement, that the vast majority of students were not university timber, neither by previous schooling nor by special aptitude. As a consequence, other means had to be initiated to meet the needs of the other eighty percent.

The organization, administration and supervision of courses of study for the pre-university group was an easy matter, but to cope with the remaining heterogeneous mass presented many problems, many of which are still not solved. Under the able leadership and guidance of Dr. A. J. Cloud, President,

who has devoted nearly a half century to education in San Francisco schools, and backed by a generous, progressive and co-operative Board of Education, the San Francisco Junior College was established in 1935. Scattered over the entire city, including many classrooms housed in various business and industrial buildings in downtown San Francisco, the junior college became a reality in 1938 when the citizens of San Francisco voted by a large majority in a special bond election to build a college and centralize its activities on one campus, a sixty-five acre site in Balboa Park.

Starting slowly and gaining momentum with each successive year of operation, the San Francisco Junior College will enroll nearly 6000 students this Fall, employing two eight-hour shifts to carry the load. With the inauguration in 1937 of a Hotel and Restaurant Management course in its Terminal Education program, training assorted skilled workers and junior executives for the hotel and restaurant industry, the program of training directly for industry has been accelerated to such a degree to meet the demands imposed upon it by business and industrial groups that the college has now outgrown its present facilities.

Job Placement—Hub of the Program

The entire Terminal Education program revolves around Job Placement. Prior to the establishment of a training course in the Terminal Education program, business and industrial surveys are conducted to determine the needs of a particular field of work. Leaders in those businesses and industries are consulted and called in for a round table discussion. It has been found that only through the cooperative efforts of business, industry, unions, and educators working together toward a common goal can the Terminal Education program succeed. Leaders in industry, business and unions not only cooperate in initiating training programs but in

many cases also serve as faculty members in the instruction processes. The San Francisco Junior College Circular of Information lists several of these leaders who devote several hours per week to course instruction and supervision.

To-day the San Francisco Junior College, in its Terminal Education program offers courses in the following: Hotel and Restaurant Management, Accounting, Merchandising, Advertising Art, Insurance, General Business, Secretarial, Stenography, Drafting, Surveying, Mechanical Technology, Electrical Technology, Electronics and Radio, Floriculture, Home Economics, Recreation Leadership, Photography, Dramatic Arts and Radio. The Terminal Education program is very flexible, having no fixed rules nor regulations. Constant field work by junior college authorities, job placement follow-ups by the Director of Placement, and frequent employer-faculty discussions provide essential checks on the various trends in the labor market. Great care is exercised in the selection and training of students for a specific industry in order to insure job placement at the conclusion of the training period. Selections are made by competent instructors who are not only professionally trained in education but who have had business and industrial experience. Nothing will destroy the training program more than improper selection of trainees which in turn results in poor job placement or no placement at all. Many near tragedies can result from poor trainee selection, but these can be avoided through objective appraisals of the applicants at the time of registration.

An important aspect of the Terminal Training program which facilitates Job Placement at the conclusion of the two-year course is the work experience program which is carried on simultaneously with the classroom and laboratory work. Part time work in the chosen field is paramount to achieving maximum results from the Terminal Education program. Every effort is made to place every

student on a part time job assignment in the specific business or industry for which he is training.

Six of the most important outcomes which result from this type of work experience include: (1) occupational orientation, (2) vocational guidance, (3) apprenticeship training, (4) motivation and acceleration of the classroom and laboratory study, (5) development of work patterns, and (6) assurance of job placement at graduation. There seems to be no substitute for work experience for it is basic to any form of Terminal Education training. Too often schools and colleges train students for a specific vocation without providing work experience in the market place and find that the student discovers after years of preparation and training that he has made a mistake. Many times one hears the remark, "I didn't know the work was going to be like this. If I had only known, I would have chosen something else". The student who spends three months during the summer vacation working with a survey crew, hundreds of miles from home, tramping over acres of forest or waste lands, dragging the "chain" with one hand and carrying the tripod with the other, knows what the term Civil Engineering means. The student who selects Hotel and Restaurant Management as a life work obtains a clear picture of the business after a full summer in one of the California resorts. A summer's work experience more than once has changed a young worker's vocational choice. This is the best kind of vocational guidance and counseling, and more schools and colleges should sponsor such programs.

Employment Opportunities

While the student in the Terminal Education courses spends only a part of the day in industry during the school year, his summer vacations are devoted entirely to full time employment. Employers interview students early in the spring for summer job assignments. Summer resorts, lodges, hotels, and

campus are fertile fields for students majoring in the Hotel and Restaurant Management program. Banks, insurance companies, governmental agencies, etc., are eager to employ students training in the business fields. Many of these seasonal office workers; typists, stenographers, and office machine operators, serve as "general utility" for permanent workers going on their annual vacations. Both state and national parks hire seasonal help with training in mechanical and civil engineering. Some of these jobs out of the city call for husband-wife combinations, where the wife works in a clerical capacity, while the husband joins a survey crew. Heavy construction firms call for students with engineering backgrounds. Many of these are also husband-wife combinations. A goodly number of married veterans interested in mechanical and electrical engineering have been placed in these jobs and have done exceptionally well. Chemistry students who plan to enter industry after the two-year period are placed in plants specializing in fruit and food processing, oil refining, and allied products. Recreation Leadership majors find very lucrative and satisfying employment serving as playground directors, swimming and life saving instructors, child care supervisors, camp counselors, etc. Every attempt is made to place students in the field of their choice and job placement follow-up is done in every case. This is fundamental to a successful Terminal Education program.

It was found very early in the Terminal Education program that the vast majority of students were either partially or totally unprepared psychologically for the world of work. The results from hundreds of personal interviews and observations plus comments of personnel directors indicated that while workers possessed occupational skills, a great many of them lacked the proper psychological "sets" which make for total adjustment in the world of work. As a consequence, courses were initiated to bring about satisfactory adjust-

ments prior to job placement. Labeled *Orientation In Business*, the courses include, "A psychological approach to problems of public and personal relations of employees in business organizations. This course aims to develop vocational competence through an understanding of the requirements of employers as to general appearance, grooming, dress, manners, personality, and the ability to get along well with others". Offered in the Business Department on a voluntary basis, the course is of one semester duration, but most of the Terminal Education students register for it. The results are astonishing and in most cases pave the way for a successful business career. No program in Terminal Education is complete without such a course. Too often educators are prone to take too many things for granted and lose sight of the fact that while many college students may appear sophisticated on the surface, they are not only downright naive and immature on many important issues, but totally ignorant of the simple, every day fundamentals of business procedures.

Closely associated with the Terminal Education and Placement programs is the Guidance Department complete with psychological testing services. Since guidance is a continual process and not a periodic function, like a medical examination, the facilities and personnel are made available throughout the entire day. The vocational counselors have established liaison relations with the Veteran's Counseling Center, sponsored by the San Francisco Board of Education, and many referrals are made both from the college to the center and from the center to the college. This arrangement has proved very satisfactory during the past year and several hundred veterans have been processed. The success of the entire program is dependent upon close cooperation between the several departments. Frequent informal staff meetings are held which clear the atmosphere of any problems which result and also serve to centralize the



A. Sponagel

ADVERTISING ART GRADUATE DESIGNING LABELS FOR A LITHOGRAPH AND PRINTING COMPANY

work of the several departments involved in the program. The departments working in unison collaborate and pool their resources on exceptional problem cases, each contributing pertinent data on each case.

Placement—A Continuous Process

Placement is also a continuous process. If schools and colleges are to train workers for the market place, they must adapt themselves to the business and industrial work schedules. Business and industry, being dependent upon production and distribution schedules, cannot alter their schedules to meet those of the educational institutions involved. The San Francisco Junior College Placement Service is available to the employer throughout the

entire calendar year. Schools and colleges cannot hope to render effective service to the employer if they "close up" for the summer vacation, as many of them do. When workers are needed by the employer, they are wanted immediately, not two months later. While many jobs are plentiful at the moment, a more restricted labor market is bound to result and those institutions who gave good service are going to survive. Public relations through field work, active memberships in clubs and business organizations, publication of occupational bulletins, radio programs, business and industrial surveys, liaison relations with other community agencies, newspaper articles, and active participation on panel discussions and business programs is the

key to a successful placement program. Placement Directors should devote at least one-half of their time in the field if they intend to render optimum service.

A very important aspect of the placement program deals with the organization of "major field" clubs. Students training for a specific occupation and graduates in the field come together at frequent intervals, not only for social reasons, but also to discuss problems, and exchange ideas, which stimulate professional growth. New students in training as well as faculty sponsors can learn much from these gatherings. Many new jobs can be uncovered through this medium, too.

Terminal Education is a direct challenge to all progressive minded educators who really want to do a job in education. Terminal Education with its many implications and ramifications for counseling and placement programs is not for the weak but for those

with noble purpose and of stout heart. Terminal Education programs call for initiative, ambition, and a professional competence second to none, but its rewards are high, measured in terms of a job well done, which can be evaluated objectively in job placements and the resultant concomitants. There is a definite need for Terminal Education as evidenced by universal acceptance by tax payers, employers, parents and students alike. Terminal Education is here to stay and has become a permanent part of the educational pattern. Terminal Education is never static, but new developments from day to day offer new challenges to those who are a part of it. As this is being written, committees are in session discussing the possibilities of initiating a new Terminal Education Curriculum in Air, Marine, and Rail transportation, the implications of which are tremendous for San Francisco.

ASSOCIATION NEWS

Report of the Secretary

A meeting of the Executive Board of the Association of School and College Placement was held on Monday, July 1, 1946, at the office of the Provident Mutual Life Insurance Company, 46th and Market Streets, Philadelphia, Pennsylvania.

At that time the election of officers and members of the Executive Board and Administrative Committee for the fiscal year, July 1, 1946, to June 30, 1947, took place. The re-election of the present officers, to serve for the coming year was unanimously ordered as follows: President, Gordon A. Hardwick; Vice-President, Theodore A. Distler, and Treasurer, Reginald L. S. Doggett. The Board, being informed that Mrs. Anne B. Jones had tendered her resignation as Secretary-Editor, effective July 15, 1946, elected Miss Ida Landenberger to fill the office so vacated.

In accordance with the Executive Board's rotation plan, the following were elected to serve a term of three years: John Falkner Arndt, Francis L. Bacon, Walter D. Fuller, Byron S. Hollinshead, Paul H. Musser and Alexander J. Stoddard.

Members of the Administrative Committee were all re-elected for a one-year term, these being Leonard C. Ashton, Clarence E. Clewell, Theodore A. Distler, Gordon A. Hardwick and Alexander J. Stoddard.

Consideration was then given to the appointment of the Editorial Board. Dr. Stoddard recommended that Mr. Taber be appointed in his place since he is so closely associated with this type of work in his position as Director of Pupil Personnel and Counseling for the School District of Philadelphia. The appointment of the following to the Editorial Board were unanimously approved: Joseph E. Bell, Mrs. Virginia S. Calder, Clarence E. Clewell, Robert N. Hilkert, Robert C. Taber, Paul H. Musser and Clement C. Williams.

Now since the paper stocks are gradually being replenished, the New Comments section has been resumed and it is hoped will grow in importance, for it offers the readers of the Journal an opportunity for an interchange of ideas on placement procedure, course experimentation and allied fields. Members are asked to contribute to this section as often as possible.

Desiring to be of greater service to its members, the Association is planning to conduct more surveys in the near future on such topics as the placement of recent graduates or the future personnel requirements as foreseen by business and industrial firms. The Secretary-Editor would welcome any suggestions for questionnaires on these or other related subjects.

*WHAT IS SOCIAL WORK?

Everywhere young people are searching for a way of life. They want that way to serve the large interests of humanity. They also want it to give to those who pursue it the richness of experience and inner satisfaction that is the right of all to ask of life.

Because this is so, social work asks of its workers the utmost in preparation and training. From the fittest for the job come the real contributions. To the fittest go the real rewards. Social work needs quality as well as quantity of workers. So great is the demand for qualified graduates of schools of social work that the Association has taken this opportunity to present the following article. Those interested may receive more detailed information by writing to the American Association of Social Workers, 130 East 22nd Street, New York 10, N. Y.

IN modern society many forces—economic, political, social and psychological—disrupt normal living. Trouble of one kind or another may befall families. The bread winner may lose his job. Ill health may strike when financial fortunes are low. Children may lack opportunities for wholesome life because father and mother lack the capacity or the understanding to provide them. These and many other problems arise in the lives of people, and it is to people as individuals and as groups, that modern social work is dedicated. Its hope is to help them attain satisfying relationships and standards of life in harmony with their own wishes and capacities and with the well-being of the community.

There was a time when a helping hand, extended in a haphazard way by some "Lady Bountiful", or by the church with an occasional basket of food, or by a neighbor, was considered sufficient. Later, social agencies staffed by people with good intentions but little or no special training, took over. Today, along with the concept of society's responsibility to the individual and the individual's responsibility to society, has come organized social work. About nine-tenths of it, being supported by taxes, is governmental. The rest, being supported by voluntary contributions, is private. Departments of Public Welfare and assistance, health departments and hospitals, bureaus of social insurance, public recreation centers, juvenile courts, prison and correctional agencies, child guidance and adult clinics, settlement and neighborhood houses, family welfare and child welfare soci-

eties, community chests and councils, institutions for the handicapped, school systems, community centers, "Y's", the Red Cross—these are some of the employers of social workers.

With organized social work has come the development of the professionally trained social worker. Social work is difficult; it requires professional training. It deals with people—deals with them more directly than does any other profession except medicine—and people, subject as they are to every current and tide that flows across the world, are the most complicated of all mechanisms. If it is an individual that is being dealt with, the social worker must not only know the facts of his environment and the influences that have gone into his making; he must also understand his responses to that environment and those influences, his attitudes and motives.

Once they are understood, he must work with the individual, group, or community—work *with*, a much more difficult feat than working for or upon. For to give help and service so that both individuals and the community derive the utmost in benefit, requires not only knowledge and human understanding but technical skills. Special professional preparation for social work is a necessary part of acquiring this skill.

Personal Requirements and Rewards

There are two things that one gives to a job—one's innate qualities and capacities and one's acquired knowledge and skills. Anyone interested in entering a school of social work for professional education should ask himself

*A Condensation of the Pamphlet, "Social Work as a Profession."

what he will bring with him in terms of native ability. A keen, flexible mind and common sense are important. With these qualities should be combined a sense of humor and a sense of responsibility. An interest in people, a faith that human beings have within themselves the power to change—these are indispensable. Dealing with people who may not be behaving normally or desirably requires patience, tolerance, adaptability, resourcefulness, and sound judgment. It means too, that the social worker himself must be mentally and emotionally well balanced, in good health with a zest for living.

In the realm of the acquired, that which is basic to all kinds of social work is an understanding of the world in which one lives. Economics, sociology, political science, biology, history, psychology, literature—these are the raw materials of which that understanding is formed. The rest of acquired learning that should be brought to the job is the special knowledge and technical skill that is learned in professional schools. Some of it is basic to all kinds of social work, some of it is peculiar to specialized jobs. All of it is the body of known truth that is the nucleus of social work as a profession.

Social work is not a profession to be selected by those who are ambitious for large financial returns. Nevertheless, the salaries compare favorably with those in teaching and public health nursing; their trend is upward, particularly in the public services; and for those with professional education, a reasonable standard of living is assured.

Men and women who are professionally educated, who have experience and desirable personal traits, can look forward to senior, supervisory, and executive positions at salaries ranging from \$2,400 to \$5,000 a year. A limited number of posts in the large federal and state public welfare agencies, and in community chests and councils of social agencies, pay executive salaries as high as \$10,000 a year and upwards. For most social work jobs,

however, the dollar remuneration is from \$1,800 to \$3,000 a year, depending upon the amount of graduate study the incumbent has put in and upon the extent and kind of his experience. Graduates of the two-year professional course from an accredited school of social work generally begin at from \$150 to \$200 a month when they have had no previous employment, at from \$175 to \$225 when they have had previous employment.

But it is not the economic advantages, such as they are, that should be the determining factor in leading a person to choose social work as a profession. There are others that will appeal still more strongly to young people of intelligence, vigor, and some insight into the social problems that now beset our modern world. Social work offers an opportunity of rendering a service to the community that is clearly constructive. It is a profession that is still comparatively undeveloped, with much pioneering and working on social frontiers to be done. It gives to those who become proficient in it a broad understanding of the stream of human life about them. It offers rich rewards in warm human associations for those who "like people" and can associate freely and happily with their fellowmen in all walks of life. It is not an easy profession, one to be entered into casually as a means of making a living. But for those who are concerned with a way of life as well as with a vocation it can be challenging and vital in the extreme and can offer great satisfaction in experience and in accomplishment.

Employment Opportunities

Since social work deals with a wide range of human needs, social workers are employed in many different types of programs and agencies. Sometimes these are primarily social work agencies, such as county or state public welfare departments or private family and child welfare societies. Sometimes they are other types—schools, hospitals, or courts—to which social workers are attached as

specialists. Since ninety per cent of social work is public, many of the opportunities lie with governmental agencies.

Expansion of the public social services has been so rapid that schools of social work have been able to supply only a portion of their personnel needs. Furthermore, the personnel required is increasing because the public social services are still expanding, and new ones are constantly being added. They include all governmental social services, whether local, state, or federal. And since they cover all the major fields of social work, they employ all types of workers—family and child welfare workers, medical and psychiatric workers, as well as those trained in group work community organizations, and social research. All grades of maturity and experience are needed, from the beginning case worker to the widely experienced executive and administrator.

The greatest number of social workers is probably employed by county or state welfare departments in the administration of public assistance. But other programs, too, use thousands of workers—child welfare, recreation, and the newer programs like social insurance and housing.

There is increasing recognition of the importance of the quality of service in these far-flung programs that reach from our most congested cities to our most remote rural counties. It is recognized, for instance, that the giving of financial relief is not a mechanical process but a service demanding knowledge, judgment, and skill in understanding the needs of each applicant as a person, and in helping him to deal with the social difficulties that are associated with his economic distress. The social worker who understands the complex psychological problems involved in sickness and dependency can do much to prevent more serious incapacity. Treatment of each applicant as an individual shifts the emphasis from palliative service toward a more vigorous goal, aiming at the greatest possible degree of rehabilitation to active, social life.

In recognition of these truths, the public services for the most part require that those who work in them demonstrate their competence in civic service examinations. Furthermore, training for social work is regarded as an essential for the public assistance and child welfare programs and as having a potential contribution for other programs like the employment services and unemployment insurance.

In reviewing the major social work fields, it becomes evident that for the most part they fall into—Social Case Work, Social Group Work, Community Organization, and Social Research. Social Case Work involves direct service to individual and families. Social Group Work deals primarily with persons in their group relationships and Community Organization is the method of furthering inter-group relationships toward social ends.

General Education

The best foundation for social work is completion of an undergraduate course of study in liberal arts with a group major in the social sciences. Since the social worker is concerned with the whole range and complex of social, economic, and psychological factors which affect the welfare and happiness of individuals, groups, and communities, whatever contributes to the growth of understanding and the broadening and deepening of sympathies is pertinent. Thus, any study of art, literature, science, social science, and philosophy is germane. Some courses relating to the field of social work may also be given at the college level, but experience in schools of social work and in social agencies during the past two decades shows that they should be general and non-technical.

Most of the member schools of the American Association of Schools of Social Work require that applicants for admission show that they have completed a certain amount of study in the social sciences. Some schools also require that a minimum amount of work

in the biological sciences has been completed. Economics, political science, psychology, and sociology, including social anthropology, are usually considered the pre-professional subjects most closely related to the social service curriculum. While it is desirable that the student know something about each of these, no one has been designated as more important than the other.

Pre-Social Work Education

All pre-social work students should not be expected to take the same courses throughout the undergraduate period. Any one of the social sciences may be chosen, or perhaps English or home economics, provided that enough work is done in the other subjects.

A broad, general education is desirable—and provides the most useful intellectual background for dealing with human problems, whether they be the problems of the individual or of the national standard of living. The social worker needs to have general cultural interests and to be at home in the intellectual world of his time. The study of literature, ethics, physical science, biological science, history, and languages broadens sympathies and deepens insight.

The social sciences are of primary importance, and while it would be well for the pre-social work student to major in social sciences, study should not be limited to them exclusively. Where the requirements for the bachelor's degree permit, it would be preferable for a student to have eighteen semester hours in one social science and six in each of two others, rather than to take thirty hours in one and none in any other. So many courses in social sciences should not be prescribed that the student has no time for work in other departments.

English composition and literature are likewise of importance. Insight into human motivation and behavior may come from reading drama, fiction, essays, and poetry as well as from study of psychology. Every social

worker has to write records and conduct interviews so that it is almost a technical necessity that he be able to write and speak simple, lucid English. Mastery of at least one foreign language is also suggested because of this country's increasing contacts with foreign countries.

Introductory social work courses are sometimes offered to undergraduates under such titles as "the field of social work", "introduction to public welfare", "child welfare problems", and "family problems". If such courses are purely informational and aim to acquaint the student with the problems which require the skill and knowledge of the social worker, they may serve a useful purpose for the pre-social work student and for the student entering some profession or business.

Admission Requirements

The Schools of Social Work attempt to recruit and select students who give promise by intelligence and personality of success in social work. The too-generous admission policies of a number of schools which were adopted to meet the emergency need for workers have gradually been modified as it has been made clear that it is workers with capacity for leadership that are needed. In general, the schools examine candidates for admission to determine whether they have maturity and give promise of being able to work constructively with people, whether they have sound mental and physical health, whether they have a record of undergraduate scholarship which indicates that they can carry graduate work satisfactorily, and whether they have a foundation in the social sciences.

While it is true that "the social services build", they cannot do the kind of building for which society cries unless those who take up the task are vigorous, far-seeing, and armed with all the special knowledge and skills of their high calling. In peace and war, social work serves the larger interests of humanity.

EDUCATION FOR AMERICAN CITIZENSHIP

A Presentation by the National Foundation for Education in
American Citizenship

GOVERNMENTAL AUTHORITY

ROBERT G. SPROUL

President of the University of California

AMONG the most significant characteristics of the American constitutional system is the concept of limitation of governmental authority. Indeed, since one of the basic purposes of the Constitution was the designation of governmental powers and the specification of certain spheres which were to remain outside the realm of governmental jurisdiction, this principle may be considered a key-stone of the entire structure of American political institutions.

Both legislative and executive powers and functions of the federal government are expressly set forth in detail, not merely implied. At the same time, certain powers are specifically denied. Moreover, the two concepts, separation of powers and checks and balances, are merely constitutional devices to restrain governmental activity. In the one, separation of powers, the division of functions of the three branches in order to discourage infringement of any one upon the others; while in the other, checks and balances, any undue exercise of power by any one branch is safeguarded against. Thus, the executive does not enjoy unlimited authority, but his acts are subject in many particulars to congressional check. In its turn, the legislative

branch may be circumscribed by presidential veto. Finally, all manifestations of governmental authority may be negated through the operation of judicial review, if the Supreme Court should decide that the Constitution has been violated either by the combined efforts of the congress and the executive or by the individual state governments.

The theory of reserved and delegated powers may be interpreted as an additional instance of limitation of governmental authority. Under this principle, as specified in the Tenth Amendment, all powers not expressly conferred upon the national government are reserved to the states and to the people. Furthermore, the principal purpose behind the Bill of Rights, adopted almost immediately after ratification of the Constitution, was the removal from federal regulation of certain civil rights and privileges.

In these days, when authoritarian techniques are rampant everywhere, it seems worthwhile to emphasize this particular characteristic of our national constitution and to point out that the American citizen, perhaps more than any other, is secure in the possession of his civil rights.

EDITORIAL COMMENT

STARTING with the favorable social and economic conditions of the early nineteen hundreds, the United States has experienced a continuous development in its educational guidance program. To begin with, the growth of the factory system and its resulting multiplication of jobs called for an explanation of the duties entailed in each. Especially pronounced was the changed attitudes towards children for sons were no longer expected to follow in their fathers' footsteps nor were daughters forced to remain in the home.

Education likewise was in a transition period. Cultural subjects conceded their prominent positions on rosters to more practical courses. Then too, the concept of individual differences growing out of psychological experimentation captured the attention of the progressive educators.

To define it simply, educational guidance is the process of assisting the individual to choose an occupation, prepare for, enter upon and progress in it. Using this definition, let's look at the guidance movement as it exists today. Most widely developed of the functions is the dissemination of vocational information. Pamphlets discussing occupation are numerous. Some schools offer a survey course in occupations supplemented by visits to plants and offices. Annual occupational conferences are not uncommon in secondary schools.

Counseling is a phase of guidance that today demands well-trained personnel, since the returning veteran and the recent high school graduate are competing for acceptance by institutions of higher learning. With the number of openings limited, these individuals are enrolling in any course just to gain admittance. If there are not counselors capable of impressing upon students the importance of choosing the right occupation, business and professional groups, in about five years, will suddenly become aware of numerous misfits. Such a situation would increase the seriousness of an economic crisis should this country be faced by one at that time.

Realizing that counseling should allow time for interviews, guided self analysis plus expert analysis, secondary schools have seen the fallacy of using the teacher with no guidance training as a counselor in his free hours. Colleges also are becoming alarmed over the percentage of their students wandering aimlessly from one course to another.

In some secondary schools, responsibility for placement rests entirely upon interested teachers who recommend graduates for positions. University placement officers face the arduous task of categorizing the requirements set by industry and the professions and then matching these requirements with the qualifications possessed by the graduates of the various schools that make up these large institutions. These officers are learning that centralization in placement activities does lead to greater success.

The most neglected function of educational guidance is the follow-up. If counselors would spend more time inquiring how individuals they placed were progressing, they would gain valuable information that would enable them to know how successful their present techniques are and how they could be improved.

Despite the existing weaknesses, educational guidance is proving that Frank Parsons, one of the movement's founders, was right when he said, "It is better to choose a vocation than hunt a job".

BOOK REVIEW

Ohio State and Occupations—Prepared by Occupational Opportunities Service of the Ohio State University in cooperation with the departments of instruction. 198 pages. Ohio State University Press. Paper bound, \$1.50.

Ohio State and Occupations might be subtitled "After College—What?" Many students choose their major, curriculum or college on the basis of inadequate or erroneous information, or because they liked such a subject in high school, or because someone told them it was a good major to have, or because of its reputed social standing or glamour. Choice of a field to study in college is important to the student. It has a considerable influence on the remaining half-century of his life. After making the choice, frequently students do not have clearly in mind the occupational potentialities of their choice. Choosing a vocation is a matter of adequately sizing up both one's self (aptitudes, interests, skills, personality, previous training, etc.) and of that portion of our social matrix known as vocations.

Written to show the possibilities of an institution which trains persons to take their places in the world of "living and earning a living," *Ohio State and Occupations* is a collection of brief descriptions of occupations alphabetically arranged according to curricula or major. Its purposes are as follows:

1. To furnish students more information on which to base their occupational choice. To realize this purpose, it is believed that information about occupations must also be in the thinking and counsel of advisors and counselors. These occupational descriptions should be of value to both students in colleges and universities and to students in high schools as a source of information to be used in planning their future training and careers.

These materials also have been used in Freshman Survey courses to give students a better picture of the vocational outlook of their college.

2. To serve as background information for departments and colleges in considering curricular changes. The bread and butter implications of curricular changes need to be kept in view.

HAROLD A. EDGERTON,
Director, Occupational Opportunities
Service.

Guide to Guidance, Volume VIII, 58 pages—Edited by M. Eunice Hilton. Published by Syracuse University Press. Price \$1.00, postpaid.

This issue of GUIDE TO GUIDANCE continues the series of annotated bibliographies on guidance begun in 1939 by the National Association of Deans of Women of the N. E. A.

The 1946 edition is a selected bibliography of the best articles and books on guidance published in 1945. The annotations are brief and to the point, but give sufficient information so that the reader can make a selection that is useful for a specific purpose. It is the most complete reference book of its kind available and is a time saver for the person seeking materials that apply to selected problems.

GUIDE TO GUIDANCE, VOLUME VIII, contains 313 annotations classified in the following categories: Philosophy of Education in War and Peace; Present Educational Trends and Issues; Training and Responsibilities of Personnel Workers; Guidance Procedures and Techniques; Areas of Counseling and Guidance, and Bibliographies. A list is given of the twenty-five books of the last five years most used by educators and counselors and a directory of publishers. The book contains an index of all articles and books by title.

This bibliography is most useful for educators of all types and in every field and is an invaluable reference aid to all persons who do counseling and guidance at any educational level.



B'NAI B'RITH Vocational Service Bureau, national occupational research agency, has announced the publication of a 38-by-48-inch two-color wall chart entitled **WHAT YOU CAN DO WITH YOUR OFFICER TRAINING IN A CIVILIAN JOB**.

The new guide, prepared with the co-operation of the War and Navy Departments, classifies officer jobs into 43 broad groups, such as welfare, public relations, flight administration, food, physical training, communications, accountancy, artillery, etc. Below each of these groupings is a list of the numerically significant Army, Marine Corps, Navy and Coast Guard officer jobs pertinent to it. Next to the service jobs are listed and described in three columns representative types of civilian employment for which the officer-veteran may be qualified with little or no additional training, with more training, or with extensive training.

For example, there is a broad group of service jobs for officers known as "Communications, Radar and Radio Operations." Specific service jobs listed in this category are Aircraft Warning Officer, Combat Information Center Officer, Intercept Officer, Radar Operations Officer, Radar Observer and Radio Officer. The chart indicates what jobs such officers may qualify for with little additional training, more training and extensive training.

This chart is being made available as a public service to all agencies rendering professional service to veterans. It may be secured from the B'nai B'rith Vocational Service Bureau, 1746 M Street, N. W., Washington 6, D. C.

NEWS COMMENTS

It is with pleasure that the Association again presents the News Comments section which offers opportunity for an interchange of ideas on placement, guidance and allied fields. Since this feature can only be beneficial so long as members contribute, the editor would urge all to submit pertinent statements as often as possible.

Big Brother Movement

The BIG BROTHER MOVEMENT, New York City, has resumed the project, "Juniors in Business," which will be in the nature of an employment and vocational guidance forum with weekly meetings for boys and young men employed in business and industry between the ages of 16 and 20. Leaders will be Mr. Melbourne S. Applegate, formerly with the Group Insurance Division of the Metropolitan Life Insurance Company, and Mr. Russell Fornwalt, Vocational counselor of the Movement.

Since the emphasis will be on practical ideas and problems that arise in employment and job-getting, the forum will consider such topics as: (1) representing yourself, (2) letters of application, (3) personal appearance, (4) new ideas on new jobs, (5) personality development (6) inviting criticism, (7) conversing with prospects and customers, (8) what is the meaning of courtesy, (9) handling of insulting customers, (10) getting along with fellow-employees, (11) getting along with yourself, (12) budgeting and saving, (13) preparing for advancement, (14) how to face discouragement, etc.

Committee for Economic Development

Mr. Walter D. Fuller, President of Curtis Publishing Co., Philadelphia, and Chairman of the National Information Committee of the COMMITTEE FOR ECONOMIC DEVELOPMENT, reports that the CED Board of Trustees decided to speed up and expand the research program.

He states further that "The goal of the CED Research Committee was to determine, through objective research, those economic policies which would not only attain but also maintain high levels of productive employment. It is this second phase of the research program which the Trustees now wish to speed up. Accordingly, the Research and Policy Committee is attacking immediately such problems as wage price policy, management-labor relations, the special problems of small business, business fluctuations and the fiscal and monetary policies of government. There is unanimous belief that any light which can be shed upon these issues will contribute most effectively toward the maintenance of high prosperity within a free society."

The Executive Committee of CED is composed of the following: Chairman of the Board, Paul G. Hoffman; Vice-Chairman, Ralph E. Flanders; Chairman of Research and Policy Committee, Walter D. Fuller;

Chairman of Information Committee, Thomas Roy Jones; Chairman of Finance Committee, Marion B. Folsom; Eric A. Johnston, Chester C. Davis, Vice-Chairmen of Research and Policy Committee; Officers: Executive Director, C. S. Fletcher, New York; Treasurer, H. R. Johnston, New York; Secretary, E. H. Walker, New York; Research Director, T. O. Yntema, Chicago; Associate Research Director, H. B. Myers, Washington, D. C.

Many of our readers will be interested to know that prompted by the increasing demand for CED publications, the Trustees have devised a new plan of Association Membership for the convenience of all those who would like to receive CED material automatically and promptly. Particulars of this plan and a list of available publications can be obtained by writing to the CED office at 285 Madison Avenue, New York 17, N. Y.

Hughes Tool Co.

HUGHES TOOL CO., Houston, Texas, offers the following comment: "Because of the wartime impetus given to industrial testing, more and more companies have come to place a great deal of reliance on the results of testing for personnel employment, placement and promotion. Schools and colleges, however, seem to be lagging somewhat in their offering to students' courses which give equal importance to this subject. A number of schools are giving separate attention to testing within regular Personnel Administration courses, but only in rare and special cases is testing allowed intensive study. In the staff's opinion, too much emphasis would not be placed on testing if one or more complete courses were given to the subject."

General Motors Corp.

The personnel staff of GENERAL MOTORS CORP., Detroit, "have noted that civilian students graduating from accelerated programs do not, in general, come up to the standards for pre-war graduates. Many of them have an inflated idea of what to expect when taking an industrial job and are oftentimes very immature in their outlook as to the future.

"The staff feels that an effort should be made on the part of the schools to give each graduate as far as possible a realistic idea of what to expect when he goes out to look for a job as well as considerable guidance as to what he is fitted to do on the basis of not only his education, training and experience, but also on the basis of his physical, mental and temperamental attributes."

Bowman Dairy Company

An educational plan offered to all employees of BOWMAN DAIRY COMPANY, Chicago, started its third year in September. Last year 296 Bowman people completed their work under the plan, which includes attendance at any recognized university or secondary school during the employee's leisure hours. The plan offers education in technical subjects or in any subject that will develop the employee in present effectiveness or future promotion based upon the judgment of the employee's department head.

To stimulate study and progress, participants in Bowman's educational plan are rewarded according to grades received. At the beginning of the semester the participant pays for his tuition as any student does. But, at the end of the semester, he is reimbursed by Bowman on a grade basis. For a grade of A, the employee receives 100% reimbursement; for a grade of B, 85%, and for a grade of C, 75%.

Ohio State University

OHIO STATE UNIVERSITY has established a central office to administer all university loans, scholarships and student employment. To assist in policy making, there is an advisory council composed of the Vice-President in charge of student affairs, the Dean of Men, Dean of Women and faculty representatives.

The operations of the office are as follows: applications are received from all university students who are in need of financial assistance. Following an analytical financial aids interview, counselors help the applicant decide what type of financial aid is most appropriate and then aid him in securing it. Since a record is available concerning the financial assistance given every student, unnecessary overlapping is prevented. It is hoped to eventually greatly increase the amounts and types of funds made available for loans and scholarships. Every effort is being made through promotion and personal contacts to increase the number and kinds of work students may do on a part-time basis.

Central Missouri State Teachers College

CENTRAL MISSOURI STATE TEACHERS COLLEGE plans further emphasis on Vocational and Terminal Courses, correlation between major fields and practical experience by using nearby trade and industrial centers and a broader program of exchange scholarships and teacherships among neighboring American countries.

Danville Consultation Service

For those people in Southern Virginia who are trying to decide what field of work to enter, the kind of training needed, and where that training may be obtained, the DANVILLE CONSULTATION SERVICE, Danville, Va., is equipped to give scientific help in answering these questions. The Consultation Service is a free vocational guidance agency operated by

the State Department of Education and the city school board. The Service in Danville is a result of the expansion to other areas of the State of a similar Service established in Richmond in 1939.

The Consultation Service offers confidential assistance to anyone interested in having a vocational counselor assist him in deciding what occupation he should enter, what type of work he can do, and how to go about making plans for work or training. Counselors discuss with the individual his previous training and work experience in relation to his interest in employment or additional training.

Various types of tests are given to aid in the discovery of interests, aptitudes and skills. Counselors formulate with the individual a satisfactory plan for work or training in conformity with his background, interests, abilities and ambitions.

The Consultation Service maintains a library of information on occupations, describing what the work is, the training required, opportunities in that particular field, trends, compensation, etc.

Files of school catalogs are kept up to date. These include State and out of State college catalogs, business, art, music, trade and technical schools, private secondary schools and others.

Theodore Roosevelt High School

An experimental course in semantics at the high school level has been inaugurated at the THEODORE ROOSEVELT HIGH SCHOOL, New York City. The objective of the course is the development of habits of adequate comprehension, the development of sensitivity to connotation, growth in critical thinking, understanding of the nature of public opinion and the factors which condition its development, understanding of the media of communication, democratic ideals.

Fourth term (second half of the tenth year) "honors" students in English, selected on the basis of excellence in technical English, in reading and in expressional ability, have been enrolled in the course which will deal with the psychology of language, the techniques of persuasion, propaganda analysis, the methods of scientific thinking, human relations as affected by language conditioning and the study of public opinion.

Muhlenberg College

MUHLENBERG COLLEGE, Allentown, Pa., has instituted a change in the teaching of modern languages. During the freshman and sophomore years, five hours a week are devoted to a modern foreign language. Part of this time will be used somewhat like a laboratory in which there will be special training in conversation and writing. In addition to this, five hours per week for the first two years are devoted to a course in the History of Civilization. This includes not only what is generally known as history, but also economic principles and a study of the United States' form of government, as well as a study of present economic, social and cultural conditions.



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